

# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

[www.centerusd.k12.ca.us](http://www.centerusd.k12.ca.us)

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

## **BOARD OF TRUSTEES REGULAR MEETING**

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

***Wednesday, February 16, 2011 - 6:00 p.m.***

### **STATUS**

- |   |             |
|---|-------------|
| <b>I. CALL TO ORDER &amp; ROLL CALL - 5:30 p.m.</b>                           |             |
| <b>II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION</b>            |             |
| 1. Student Expulsions/Readmissions (G.C. §54962)                              |             |
| 2. Conference with Labor Negotiator, George Tigner, Re: CUTA and CSEA         |             |
| <b>III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION</b> |             |
| <b>IV. CLOSED SESSION - 5:30 p.m.</b>   |             |
| <b>V. OPEN SESSION - CALL TO ORDER - 6:00 p.m.</b>                            |             |
| <b>VI. FLAG SALUTE</b>  |             |
| <b>VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION</b>                    | Info/Action |
| <b>VIII. ADOPTION OF AGENDA</b>   | Action      |
| <b>IX. STUDENT / STAFF RECOGNITIONS (5 minutes each)</b>                      | Info        |
| 1. Student Recognition of Dudley VIPs - Lisa Coronado                         |             |
| <b>X. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)</b>               | 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.



	<b>XI. ORGANIZATION REPORTS (3 minutes each)</b>	Info
	1. CUTA - Heather Woods, President	
	2. CSEA - Marie Huggins, President	
	<b>XII. REPORTS/PRESENTATIONS (8 minutes each)</b>	Info
Curriculum	1. Changes to Global Youth Charter School - Shelly Hoover	
	<b>XIII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA</b>	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i>	
	<b>XIV. BOARD / SUPERINTENDENT REPORTS (10 minutes)</b>	Info
	<b>XV. CONSENT AGENDA (5 minutes)</b>	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 January 19, 2010 Regular Meeting	
↓	2. Approve Adoption of Minutes from February 2, 2011 Special Meeting	
Personnel	3. Approve Certificated Personnel Transactions	
↓	4. Approve Classified Personnel Transactions	
↓	5. Approve Memorandum of Understanding - CUTA	
Curriculum	6. Approve 2010/2011 Master Contracts:	
↓	Capitol Academy (Formerly Rancho Learning Center)	
	7. Approve 2010/2011 Individual Service Agreements:	
	2010/11-122 Placer Learning Center	
	2010/11-123 Capitol Academy (formerly Rancho Learning Center)	
	2010/11-124 Capitol Academy (formerly Rancho Learning Center)	
	2010/11-125 Capitol Academy (formerly Rancho Learning Center)	
↓	8. Approve 2010/2011 Consolidated Application (Part II)	
↓	9. Approve Single Plan for Student Achievement - Riles	
↓	10. Ratify School Accountability Report Cards	
Facilities & Op.	11. Approve Safe School and Emergency Preparedness Plan - AVCS	
↓	12. Approve Use Agreement for Highlands Sports Complex	
Business	13. Approve Payroll Orders: July - January 2011	
↓	14. Approve Supplemental Agenda (Vendor Warrants)	
	<b>XVI. INFORMATION ITEMS</b>	Info
Curriculum	1. Conference: "California Association of School Transportation Officials Conference" - I. Maranon (Trans.)	
↓	2. Antelope View Charter School Eighth Grade Promotion and High School Graduation to be held Tuesday, May 24, 2011 at 4:00 & 7:00 p.m., CHS Theater	
	<b>XVII. BUSINESS ITEMS</b>	
Governance	A. <u>2011 CSBA Delegate Assembly Election, Subregion 6-B</u>	Action
	The Board as a whole may vote for up to five (5) candidates. The Board may cast no more than one vote for any one candidate.	



**B. Second Reading: Board Policies/Regulations/Exhibits**

Action

Replace AR/E(2) 1312.4 Williams Uniform Complaint Procedures  
Replace AR 3311 Bids  
Replace BP 4020 Drug and Alcohol Free Workplace  
Replace AR 4112.23 Special Education Staff  
Replace AR 4112.4/4212.4/4312.4 Health Examinations  
Replace AR 4117.11/4317.11 Preretirement Part-Time Employment  
Replace AR 4117.14/4317.14 Postretirement Employment  
Replace BP/AR 5113.1 Chronic Absence and Truancy  
Replace BP/AR 5117 Interdistrict Attendance  
Add BP/AR/E 5118 Open Enrollment Act Transfers  
Replace BP/AR 5141.21 Administering Medication and Monitoring Health Conditions  
Replace BP/AR 5141.3 Health Examinations  
Replace BP/AR 5141.31 Immunizations  
Replace AR 5141.4 Child Abuse Prevention and Reporting  
Replace BP 6011 Academic Standards  
Replace AR 6115 Ceremonies and Observances  
Replace AR 6159 Individualized Education Program  
Replace BP/AR/E 6161.1 Selection and Evaluation of Instructional Materials  
Replace BP/AR 6164.4 Identification and Evaluation of Individuals for Special Education  
Replace AR 6173.1 Education for Foster Youth  
Replace AR 7214 General Obligation Bonds

**C. Middle School and Elementary Grade-Span Reorganization**

Action

It is being recommended that our elementary schools' grade-spans return to serve our kindergarten through 6<sup>th</sup> grade student population beginning in the 2011/2012 school year. Through this re-organization, Wilson C. Riles will now be responsible for serving our 7<sup>th</sup> and 8<sup>th</sup> grade student population. This recommendation will allow us to maximize resources at elementary schools and create significant budgetary savings at Wilson C. Riles through staffing and service reductions. The resulting structure will allow us to reduce district expenditures by over \$300,000.

**D. Resolution #5/2010-11: Reduction/Elimination of Particular Kinds of Certificated Services**

Action

**E. Revised 2011/2012 District Calendar**

Action

**F. Center High School Course Offerings**

Discussion

CHS has been redeveloping some of its course offerings and will ultimately be seeking board approval. Therefore, this item has been placed on the agenda to discuss and receive input from the CJUSD School Board.

**G. Audit Report for Fiscal Year 2009/10 & Certification of Corrective Action 2009/10 Audit Findings**

Action

Each year the Governing Board must review and accept the prior year's audit report at a public meeting. At the January 19, 2011 meeting, the Board was presented the audit report for fiscal year ending June 30, 2010. Now corrective action has been implemented and will be used in the ensuing years for the three audit findings that were included in the 2009/10 audit: Deficit spending in the Charter School Fund for AVCS, excess vacation carryover to a subsequent year for 8 District employees, and Student Body Cash Disbursements at CHS.



- |   |               |
|---|---------------|
| <b>XVIII. ADVANCE PLANNING</b>  | <b>Info</b>   |
| <b>a. Future Meeting Dates:</b>   |               |
| <b>i. Regular Meeting: Wednesday, March 16, 2011 @ 6:00 p.m. - Oak Hill Elementary School MultiPurpose Room</b> |               |
| <b>b. Suggested Agenda Items:</b>   |               |
| <b>XIX. CONTINUATION OF CLOSED SESSION (Item IV)</b>  | <b>Action</b> |
| <b>XX. ADJOURNMENT</b>  | <b>Action</b> |



# *Center Joint Unified School District*

AGENDA REQUEST FOR:

Dept./Site: Dudley Elementary

Date: 2/16/11

To: Center Unified Board of Trustees

From: Lisa Coronado

Principal's Initials: \_\_\_\_\_

    Action Item

  X   Information Item

# Attached Pages   n/a  

**SUBJECT: Student Recognition**

Lisa Coronado would like to recognize the Dudley VIPs.



# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** January 31, 2011, 2011

**Action Item**

**To:** Board of Trustees

**Information Item** X

**From:** Shelly Hoover, Principal

**# Attached Pages** 1

**Administrator's Initials:** SH

**SUBJECT: Changes to Global Youth Charter School**

A WASC report dated March 25, 2009 reported the following as a critical area for follow up:

Item #4 "A review of the Charter (as renewed in November, 2008) to ensure that the charter is aligned with the operations of the School and where it is not that either the Charter is appropriately amended or the School's operations are adjusted accordingly."

At the March 16, 2011 CJUSD Board Meeting, the Principal of GYC will present a revised charter and MOU that reflect the current operations of GYC to satisfy the WASC requirement. School staff, students, and parents have collaboratively designed the direction and focus of the school.

Attached please find a review of the current charter and MOU between CJUSD and GYC for informational purposes only.

**RECOMMENDATION:** information item only.



# **Global Youth Charter School Charter and MOU with CJUSD**

## **Original Charter Dated February 18, 2004**

- Global Youth Charter School was founded on a Bill and Melinda Gates Foundation Grant to be an Early College High School in Partnership with Los Rios Community College District at American River College. (Grant has expired).
- The original charter was designed to provide students an opportunity to develop a global understanding of free markets, recognition of international communities and commitment to local needs in a comprehensive site-based high school geared towards college in a global application. (Not a curricular focus).
- The school was to embed service, local and global awareness into all four years of studies to create domestic and international future leaders. (Not a curricular focus).
- The school was to use the Peace Corps' World Wise Schools curriculum that builds cross-cultural awareness, respect and communication. (No evidence of this program).
- The original 20-member Advisory Council consisted of 14 American River College employees, six Global Youth employees, one Peace Corp volunteer, and one LEED internship coordinator. (Current Advisory Council is GYC admin and staff, District admin, parents, and students).

## **Original Memorandum of Understanding with Center Joint Unified School District (MOU with CJUSD) dated February 18, 2004**

- The MOU lists specific curriculum to address cross cultural issues and a Peace Corp partnership program. (There is no current evidence of this program).
- The MOU lists a Fellows/USA offering with California State University. (There is no current evidence of this program).
- Early College High School Initiative. (Partially in place).
- Advisory Council includes nine members: two elected parents, two staff members, two Peace Corp Volunteers, District Superintendent designee, and the school administrator. Final authority resides with the CJUSD school board. (Current council is District admin, GYC admin, staff, parents, and students).

## **Recent MOU with CJUSD dated April 7, 2010**

- Reaffirms CJUSD commitment to Global Youth Charter School
- Reaffirms financial and governance oversight



*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Superintendent's Office

**Action Item**     X    

**To:** Board of Trustees

**Information Item**           

**Date:** February 16, 2011

**#Attached Pages**           

**From:** Scott A. Loehr, Superintendent

**Principal's Initials:**           

**SUBJECT:** Adoption of Minutes

The minutes from the following meeting are being presented:

January 19, 2011 Regular Meeting

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

**CONSENT AGENDA**



# CENTER JOINT UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES REGULAR MEETING

Oak Hill Elementary School - MultiPurpose Room  
3909 North Loop Blvd., Antelope, CA 95843

Wednesday, January 19, 2011

### MINUTES

**OPEN SESSION - CALL TO ORDER** - President Friedman called the meeting to order at 5:00 p.m.

**ROLL CALL -** Trustees Present: Mrs. Anderson, Mr. Friedman, Mr. Hunt, Mrs. Kelley,  
Mr. Wilson

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

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

1. Student Expulsions/Readmissions (G.C. §54962)
2. Conference with Labor Negotiator, George Tigner, Re: CUTA and CSEA

#### PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

**CLOSED SESSION - 5:00 p.m.**

**OPEN SESSION - CALL TO ORDER - 6:08 p.m.**

**FLAG SALUTE** - led by Mr. Myers.

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

1. Student Expulsions/Readmissions (G.C. §54962)  
Student Readmission #10-11.01 – Recommendation approved.  
Student Readmission #09-10.37 – Recommendation approved.

**Motion:** Kelley  
**Second:** Wilson

**Vote:** General Consent

Student Expulsion #10-11.08 – Recommendation approved.  
Student Expulsion #10-11.09 – Recommendation approved.  
Student Expulsion #10-11.10 – Recommendation approved.  
Student Expulsion #10-11.11 – Recommendation approved.  
Student Expulsion #10-11.12 – Recommendation approved.  
Student Expulsion #10-11.13 – Recommendation approved.

**Motion:** Anderson  
**Second:** Kelley

**Vote:** General Consent



**ADOPTION OF AGENDA** - approved adoption of agenda as amended: pull Consent Agenda Item 7, Consent Agenda Item 12 & Consent Agenda Item 15 for separate consideration.

**Motion:** Wilson  
**Second:** Anderson

**Vote:** General Consent

**STUDENT PRESENTATION:** The Wilson C. Riles Band, under the direction of Dave Myers, performed for us. There was also a performance from a student from the guitar class.

### **STUDENT BOARD REPRESENTATIVE REPORTS**

#### **Center High School – Anthony Mendoza**

- school started on January 3.
- Basketball season is in full swing.
- January 31 the Mr. Center HS competition will have 12 boys competing for the title in a boys beauty pageant that will be held in the Theater.
- Homecoming will be the week of January 30 through February 5; February 4 is the rally and February 5 is the dance. The theme this year is Ancient Civilizations.
- February 3 is a Blood drive in KT Gym.
- FBLA is having a March of Dimes Fundraiser, which will be the Baby Bottle Challenge. All money goes to the March of Dimes and the goal is to reach \$300 in 5 weeks.
- Consumer Finance and Computer Applications class sizes are big and students don't need them bigger.

Anthony was asked to give a brief explanation about his trip to Washington DC competing in the Hispanic Heritage Awards Competition.

#### **McClellan High School – Que Shawn Horton**

- thanked Mr. Loehr and Mr. Hunt for including her in the school tour.
- attendance awards were given.
- thanked the Sacramento Kings for donating the tickets to their school.
- a few students will graduate in February and more will graduate in April.
- basketball is underway at their site.

#### **Antelope View Charter School - Raymond Houston**

- Student enrollment is at 162.
- February 28 and March 1 will be the WASC visit.
- February 1 & 2 the 10<sup>th</sup> graders will be taking the CAHSEE tests.
- Pajama Day, sponsored by Student Council, was today.
- Student Council is planning a car wash and bake sale fundraiser
- the ASVAB (Armed Services Vocational Aptitude Battery) test is February 7; nineteen 11<sup>th</sup> & 12<sup>th</sup> graders have signed up.
- a group of seniors are working on a design of a Senior T-shirt.

#### **Global Youth Charter School - Oscar Gonzalez**

- Mrs. Hoover is raising the achievement expectations. The 1<sup>st</sup> semester graders had 94 % of students earned a 2.0 or higher GPA, and 54% earned a 3.0 or higher GPA.
- we are now in the planning stages for the next school year.
- Global has a new English teacher starting Monday; her name is Hannah Saviglia.
- the Junior class is hosting a Winter Ball on January 28, 8-11 pm in the MultiPurpose Room and they are inviting AVCS to attend.



## **ORGANIZATION REPORTS**

1. **CUTA** - Heather Woods, President, noted that the state budget is weighing heavily on everyone's minds. The biggest issue is how a district our size will get to the amount we need to cut. She told the Board that with each cut there will be consequences. The contract team has been asked for 8 furlough days. They are also being asked to take a pay cut of 3%. Early talks started today. She will be going to the school sites tomorrow. She hopes to have a vote next week.
2. **CSEA** - Marie Huggins, President, noted that they met with classified staff last night. They are shocked about the reduction in days as well as the cut in staff. They will begin negotiations this Friday. They have new officers that have been installed. The Board will probably be receiving stressed letters from staff during this difficult time.

## **REPORTS/PRESENTATIONS**

1. **Williams Uniform Complaint Quarterly Reporting** - George Tigner, Chief Administrative Officer, reported that there were no complaints to report for July through September, and October through December, 2010.
2. **Graduation Requirements** - George Tigner, Chief Administrative Officer, reported that we are not looking at reducing the graduation requirements, but are looking at changing or rearranging when the requirements occur for more flexibility in the programs.
3. **Twin Rivers Police Update** - Lieutenant Spano, from the Twin Rivers Police Department, updated the Board on the amount of staff the Department has, which includes 21 full-time officers. He gave stats on the Department: total incidents 4866, ½ were calls for service, ½ were officer initiated; 332 were for Center; they have made 12 arrests since October; Officer Kelly is also an instructor and can put on a program in our schools.
4. **Bond Oversight Committee Annual Report** - Craig Deason, Assistant Superintendent of Operations & Facilities, thanked the Committee members for meeting twice a year. He introduced Howard Ballin, Bond Oversight Committee member, who reported that they had no activity this year so there was nothing to report.
5. **Audit Report for Fiscal Year 2009/2010** - Jeanne Bess, Director of Fiscal Services, announced that each year we are required to have our financials audited. Goodell, Porter, Sanchez & Bright is our new auditor this year and come twice a year. She reported that there were only 3 findings this year. The first was to AVCS with an outstanding issue from 06-07, the second was on excess vacation carryover days (8 people that exceed the limit), and the third was regarding the high school student body (several items did not have the proper back up documents & money was spent on events that did not have students present). The auditors issued an unqualified report. There were no adjustments to be made.
6. **State Budget Update & Budget Committee Update** - Jeanne Bess, Director of Fiscal Services, noted that the district held the first budget committee meeting on January 13. There was a broad range of people in attendance. She discussed the handout that was given at that meeting and noted that the district took input at the meeting. The next meeting will be held on February 3 at 5:00 pm in Room 5. The district will continue their discussion and give an update from the Governor's Budget Workshop.

As for the State Budget Update, she noted that 1.67% COLA will be added to our base revenue limit, but will not give us the money. We will lose \$19 per ADA from the 2010-11. If the



**REPORTS/PRESENTATIONS (continued)**

temporary taxes are not extended we will have a loss of about \$330 per ADA per average district. She also noted that the state is deferring more money from this year until next. It is making the cash flow difficult. March 16 she will bring the Second Interim Report. She will need to build into her projections the worst case scenario.

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

Susan Wilson, Oak Hill will be holding a Book Fair January 24 - 31. It supports the Oak Hill PTA, which helps supplement the classrooms and school library with books.

Howard Ballin, community member, welcomed the new Board members. He noted that he serves on a couple of district committees. He noted that we need to think outside the box when dealing with the budget. We need to think of ways to develop income, like use of facilities. He also mentioned vocational programs that could bring in more students. Partnerships with outside groups could be a possibility.

Mr. Loehr thanked Mr. Ballin for thinking of our district when there are things available to be donated.

**BOARD/SUPERINTENDENT REPORTS**

**Mr. Hunt**

- congratulated Mr. Mendoza on his award of Northern California Regional Award winner.
- visited every school in the district during the first week in January; thanked the principals and staff.

**Mr. Wilson**

- congratulated Mr. Menodoza on his accomplishment.
- announced that he will not be running for the vacant Assembly seat.

**Mrs. Anderson**

- congratulated Mr. Mendoza; make us proud.
- noted that they have to make hard decisions that affect people's lives; need to make the best decisions for the district.

**Mrs. Kelley**

- congratulated Mr. Mendoza.
- thanked everyone for welcoming her.
- visited some schools recently.
- noted that she is praying for a \$2.9 million deficit, compared to the \$4.5 million.

**Mr. Loehr**

- congratulated Mr. Mendoza.
- thanked Mrs. Woods and Mrs. Huggins for the open chain of communication.
- visited every school site and observed that the students appear to not see the affect of the budget cuts. There are difficult decisions to make.

**Mr. Friedman**

- announced that Mr. Bisho received a grant over the summer to make a video. The video will be premiered at the Crocker Art Museum on February 3 and will benefit the Endowment.
- noted that the Endowment can accept donations (even items that can be traded into cash) from individuals.
- noted that the Endowment is planning an event in the spring; details are still being worked out. There will be a meeting on Monday.



**BOARD/SUPERINTENDENT REPORTS (continued)**

- thanked Mrs. Pope and others for their help with planning the events.
- thanked the staff for their continued support.

## CONSENT AGENDA

1. Approved Adoption of Minutes from December 15, 2010 Regular Meeting
2. Approved Adoption of Minutes from January 5, 2011 Special Meeting
3. Approved Certificated Personnel Transactions
4. Approved 2010/2011 Individual Service Agreements
  - 2010/11-119 Aldar Academy
  - 2010/11-120 Guiding Hands
  - 2010/11-121 BECA
5. Approved Field Trip: 6<sup>th</sup> Grade students to Alliance Redwoods Education Center for Science Camp - Riles
6. Approved Field Trip: Hispanic Heritage Awards Competition in Washington D.C. - CHS
7. *This item was pulled for separate consideration.*
8. Approved Single Plan for Student Achievement - Oak Hill
9. Approved 2010-2011 Safe School and Emergency Preparedness Plan - MHS
10. Approved 2010-2011 Safe School and Emergency Preparedness Plan - Dudley
11. Approved Resolution #4/2010-11: Authorization by the Board of Center Joint Unified School District for Submittal of Application to CalRecycle for the Tire-Derived Product (TDP) Grant
12. *This item was pulled for separate consideration.*
13. Approved Northwest Capital Recovery Group No-Risk Agreement
14. Approved Payroll Orders: July - December 2010
15. *This item was pulled for separate consideration.*

**Motion:** Wilson                      **Vote:** General Consent  
**Second:** Anderson

## CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

- ## 7. Approved Single Plan for Student Achievement - CHS

**Motion:** Hunt                      **Vote:** General Consent  
**Second:** Wilson

- ## 12. Approved Landowners' Payment Agreements (Sierra Vista)

**Motion:** Anderson      **Ayes:** Anderson, Friedman, Hunt, Kelley  
**Second:** Hunt      **Noes:** None  
**Abstain:** Wilson

- 15. Approved Supplemental Agenda (Vendor Warrants)**

**Motion:** Anderson      **Ayes:** Anderson, Friedman, Hunt, Kelley  
**Second:** Kelley      **Noes:** None  
**Abstain:** Wilson



**INFORMATION ITEMS**

1. CSEA 2010/2011 Sunshine Proposal Articles:
  - Article XIX - Wages, increase COLA with availability of funds
  - Article XX - Health & Welfare Benefits, increase District portion
  - Article VI - Hours, Breaks and Lunches
  - New Article - Professional Growth
2. Training: "Sacramento County Office of Education Administrator Training Program: - S. Jackson (WCR)

**ADVANCE PLANNING**

- a. **Future Meeting Dates:**
  - i. Workshop: Wednesday, February 2, 2011 @ 5:00 p.m. - District Office
  - ii. Regular Meeting: Wednesday, February 16, 2011 @ 6:00 p.m. - Oak Hill Elementary School MultiPurpose Room
- b. **Suggested Agenda Items:**
  - i. Superintendents Evaluation in Closed Session on 2/2/11

**CONTINUATION OF CLOSED SESSION - 7:42 p.m.**

**Motion:** Anderson                      **Vote:** General Consent  
**Second:** Kelley

**RETURN TO OPEN SESSION - 8:47 p.m.**

**ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** – the Board met in Closed Session and no action was taken.

**ADJOURNMENT – 8:48 p.m.**

**Motion:** Anderson                      **Vote:** General Consent  
**Second:** Kelley

Respectfully submitted,

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

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Nancy Anderson, Clerk  
Board of Trustees

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Adoption Date



*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Superintendent's Office

**Action Item**   X  

**To:** Board of Trustees

**Information Item**           

**Date:** February 16, 2011

**#Attached Pages**           

**From:** Scott A. Loehr, Superintendent

**Principal's Initials:**           

**SUBJECT:** Adoption of Minutes

The minutes from the following meeting are being presented:

February 2, 2011 Special Meeting

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

**CONSENT AGENDA**



# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

## **BOARD OF TRUSTEES SPECIAL MEETING Center Joint Unified School District - Conference Room #5 8408 Watt Avenue, Antelope, CA 95843**

**Wednesday, February 2, 2011**

### **M I N U T E S**

**OPEN SESSION - CALL TO ORDER** - Trustee Friedman called the meeting to order at 5:00 p.m.

**ROLL CALL** - Trustees Present: Mrs. Anderson, Mr. Friedman, Mr. Hunt, Mrs. Kelley,  
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. Conference with Labor Negotiator, George Tigner, Re: CUTA and CSEA

#### **PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION**

**CLOSED SESSION** - 5:00 p.m.

Trustee Wilson left the meeting after Closed Session.

**OPEN SESSION - CALL TO ORDER** - 6:14 p.m.

**FLAG SALUTE** - led by Heather Woods

**ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** – the Board met in Closed Session and no action was taken.

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

<b>Motion:</b>	Anderson	<b>Ayes:</b>	Anderson, Friedman, Hunt, Kelley
<b>Second:</b>	Kelley	<b>Noes:</b>	None
		<b>Absent:</b>	Wilson

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

George Tigner thanked Heather Woods and CUTA for working through the process and approving the furloughs for the 2011-12 school year.



## **BUSINESS ITEMS**

### **A. First Reading: Board Policies/Regulations/Exhibits**

AR/E(2) 1312.4 Williams Uniform Complaint Procedures  
AR 3311 Bids  
BP 4020 Drug and Alcohol Free Workplace  
AR 4112.23 Special Education Staff  
AR 4112.4/4212.4/4312.4 Health Examinations  
AR 4117.11/4317.11 Preretirement Part-Time Employment  
AR 4117.14/4317.14 Postretirement Employment  
BP/AR 5113.1 Chronic Absence and Truancy  
BP/AR 5117 Interdistrict Attendance  
BP/AR/E 5118 Open Enrollment Act Transfers  
BP/AR 5141.21 Administering Medication and Monitoring Health Conditions  
BP/AR 5141.3 Health Examinations  
BP/AR 5141.31 Immunizations  
AR 5141.4 Child Abuse Prevention and Reporting  
BP 6011 Academic Standards  
AR 6115 Ceremonies and Observances  
AR 6159 Individualized Education Program  
BP/AR/E 6161.1 Selection and Evaluation of Instructional Materials  
BP/AR 6164.4 Identification and Evaluation of Individuals for Special Education  
AR 6173.1 Education for Foster Youth  
AR 7214 General Obligation Bonds

**Motion:** Kelley

**Second:** Anderson

**Ayes:** Anderson, Friedman, Hunt, Kelley

**Noes:** None

**Absent:** Wilson

## **BOARD WORKSHOP**

### **A. Board Priorities**

#### **Board Priorities**

- 1. Fiscal Stability – keep district solvent**
- 2. Class size – maintain the lowest financially feasible class sizes**
- 3. Increase Academic Achievement**

#### **Continue to Increase Academic Achievement –**

*Less than 800 API Gain 5 points annually/ Greater than 800 Gain 1 point annually*

**Focus:** Improve academic results by meeting the needs of identified under-performing student population as identified through multiple measurements (i.e. classroom assessments, grade reports, CAHSEE, District Writing Assessment, CST, CELDT).

**Measure:** Each school will identify under-performing student population and establish a benchmark level of performance for that group. School teams will develop an incremental improvement plan to reach goal for the identified population. The goal and timeline will be documented in each school's Single Plan for Student Achievement.

**Support:** 1) Professional Development Opportunities to support school goals – Depth and Complexity, Differentiated Instruction, Marzano's 6 Steps to Building Academic Vocabulary, Vertical Articulation (between school sites), parent communication strategies. 2) District and site walk throughs 3) Monthly conversations – Supt and Prin/ Principals' Meetings/ C and I Meetings



**Board Priorities** (continued)

**Accountability:** School will document goal within school's Single School Plan for Student Achievement. Accountability will be monitored through focused administrative walk throughs, monthly meetings with progress results reporting and observe instructional practices in classrooms. Results will be outlined in administrative evaluations.

**ADVANCE PLANNING**

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

- i. Regular Meeting: Wednesday, February 16, 2011 @ 6:00 p.m. - Oak Hill Elementary  
School MultiPurpose Room*

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

**ADJOURNMENT - 6:45 p.m.**

**Motion:** Anderson  
**Second:** Kelley

**Ayes:** Anderson, Friedman, Hunt, Kelley  
**Noes:** None  
**Absent:** Wilson

Respectfully submitted,

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

---

Nancy Anderson, Clerk  
Board of Trustees

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Adoption Date



# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

**Action Item** **X**

**Date:** February 16, 2011

**Information Item**

**To:** Board of Trustees

**# Attached Pages** 1

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



**Subject:** Certificated Personnel Transactions

**New Hires**

Hannah Siviglia, Global Youth Charter School  
Jamie Topper, Wilson Riles Middle School

**Resignation**

Hannah Siviglia, Wilson Riles Middle School

**Retirement**

Debra Price, Curriculum and Instruction

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

**CONSENT AGENDA**

**XV-3**



### **New Hires**

Hannah Siviglia has been hired as an English Teacher, Global Youth Charter School, effective January 24, 2011.

Jamie Topper has been hired as an English Teacher, Wilson Riles Middle School, effective February 2, 2011.

### **Resignation**

Hannah Siviglia has resigned from her position as an English Teacher, Wilson Riles Middle School, effective January 21, 2011.

### **Retirement**

Debra Price has submitted her intent to retire from her position as a Speech Therapist, Curriculum and Instruction, effective May 27, 2011.



AGENDA ITEM # XV-4

## Center Joint Unified School District

### AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: February 16, 2011

Action Item X

To: Board of Trustees

Information Item     

From: George Tigner,  
Chief Administrative Officer

# Attached Pages 1

**SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS**

**RETIREMENT: Kim Baker, Bus Driver**

**NEW HIRE:**  
Trudy Taliaferro, Child Aide  
Kristine Arakelyan, Child Aide  
Bonnie Corralejo, Bus Driver  
Michelle Bledsaw, Bus Driver

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

**CONSENT AGENDA**

AGENDA ITEM # XV-4



Kim Baker has retired from his position as Bus Driver effective February 4, 2011.

Trudy Taliaferro has been hired as a Child Aide, Oak Hill Elementary School, effective January 3, 2011.


Kristine Arakelyan has been hired as a Child Aide, Oak Hill Elementary School, effective January 24, 2011.

Bonnie Corralejo has been hired as a Bus Driver, Transportation, effective February 7, 2011.

Michelle Bledsaw has been hired as a Bus Driver, Transportation, effective February 7, 2011.



***Center Joint Unified School District***

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	Personnel Department	
<b>Date:</b>	February 16, 2011	<b>Action Item</b> <u>  X  </u>
<b>To:</b>	Board of Trustees	<b>Information Item</b>
<b>From:</b>	George Tigner Chief Administrative Officer 	<b># Attached Pages</b>

<b>SUBJECT:</b>	<b>MEMORANDUM OF UNDERSTANDING CUTA</b>
<p>George Tigner, Chief Administrative Officer, is requesting that The Governing Board approve the attached Memorandum of Understanding (MOU) between Center Joint Unified School District and Center Unified Teachers Association (CUTA) regarding temporary reduction in the work year 2011-2012.</p>	
<b>RECOMMENDATION:</b>	Approve MOU as presented

**CONSENT AGENDA**



MEMORANDUM OF UNDERSTANDING

Between  
Center Joint Unified School District  
And  
Center Unified Teachers Association

This memorandum of understanding (MOU) confirms and clarifies the parties' mutual understanding and agreement regarding the temporary (one-year) reduction in the work year 2011 – 2012 for certificated employees.

1. The Center Joint Unified School District and the Center Unified Teachers Association agree to reduce the work year for certificated employees from 183 days to 175 days for School Year 2011 – 2012 only.
2. The District and CUTA also agree to meet in the spring of 2011 to further discuss the impact and effects of probable certificated program reductions on classroom teachers.
3. The District and CUTA additionally agree to meet and discuss the restoration of a portion of those agreed-upon furlough days in the event that the District's budget deficit does not exceed \$2.9 million.
4. This agreement does not constitute a precedent for any future reductions in work year.

FOR CUTA:

DATE 1/25/11 BY Heather Woods  
Heather Woods  
CUTA President

FOR DISTRICT:

DATE January 25, 2011 BY George Tigner  
George Tigner  
Chief Administrative Officer



## *Center Joint Unified School District*

### AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: February 16, 2011

Action Item   X  

To: Board of Trustees

Information Item

From: Scott Loehr, Superintendent  
Initials: S.L.

# Attached Pages

### SUBJECT: 2010/2011 Master Contracts

Please approve the following Master Contracts for special education students to receive services at nonpublic schools/agencies during the 2010/11 fiscal year.

Capitol Academy (formerly Rancho Learning Center)

**RECOMMENDATION:** CJUSD Board of Trustees to approve Master Contracts for the 2010/2011 school year.

**CONSENT AGENDA**



*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

**2010-2011**



**MASTER CONTRACT**  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL AND AGENCY SERVICES

District: Center Joint Unified School District

Contract Year: 2010/11

☒ Non Public School  
☐ Non Public Agency

**Type of Contract:**

☒ Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

☐ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

☐ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:

*When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.*



**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2010-2011**

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**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2010-2011**

**2010-2011**

Contract Number: 31

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LEA: Center Joint Unified School District

**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Capitol Academy,  
NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES  
MASTER CONTRACT**

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Inc.Lane Education Clarinda  
AcademyCHAT Center Sacramento  
Odyssey Learning CenterPoint Quest  
Education, Inc.Rancho Learning  
Center JRHS.

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JRHSPoint Quest

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LEducationearning, Inc.  
CenterGuiding Hands School, Inc.Lane  
EducationClarinda AcademyCHAT  
CENTER SACRAMENTO

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**AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract is entered into this 1<sup>st</sup> day of January, 2010, between the Center Joint Unified School District (hereinafter referred to as "LEA" or "District") and Capitol Academy, (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq., AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a LEA student, CONTRACTOR shall submit to LEA an Individual Services Agreement (hereinafter referred to as "ISA") and a Nonpublic Services Student Enrollment form as specified in the LEA Procedures. Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Plan (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student's parent.

**2. CERTIFICATION**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 et seq. and within the professional scope of practice of each providers license, certification and/or credential. A current copy of CONTRACTOR's nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification. Total LEA student enrollment shall be limited to capacity as stated in Section 24 of the Master Contract.



**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2010-2011**

**3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless CONTRACTOR and the LEA specifically agree, in writing, that a policy or policies, or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to the provision of special education and/or related services, facilities for individuals with exceptional needs, LEA student enrollment and transfer, LEA student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract, and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

**4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2010 to June 30, 2011 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2011. In the event a Master Contract is not renegotiated by June 30<sup>th</sup>, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5 California Code of Regulations section 3062(d).) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

**5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes the LEA Procedures and each Individual Services Agreement which are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, the LEA may modify the LEA procedures from time to time without the consent of CONTRACTOR.

CONTRACTOR shall provide the LEA with all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by the LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code section 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the



**DISTRICT MASTER CONTRACT  
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most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of the LEA.

**6. INDIVIDUAL SERVICES AGREEMENT**

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of the LEA pursuant to Education Code section 56366(a)(2)(A). An ISA can be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to a LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a)(5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH. CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

**7. DEFINITIONS**

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood that a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the Master Contract, unless otherwise specified in the Master Contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(j).



**DISTRICT MASTER CONTRACT  
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2010-2011**

- d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code. Nothing in this definition shall be construed as restricting the activities of services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations.
- e. The term "license" means a valid nonexpired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(r).
- f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).
- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Agreement" and is referred to as such in this document.



**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2010-2011**

**ADMINISTRATION OF CONTRACT**

**8. NOTICES**

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to the LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

**9. MAINTENANCE OF RECORDS**

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications by-laws; lists of current board of directors/trustees, if incorporated; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log need record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, and reports.



**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2010-2011**

**10. SEVERABILITY CLAUSE**

If any provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Agreement shall be severable and remain in effect.

**11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees.

**12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in the County where the LEA is located.

**13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The LEA shall provide the CONTRACTOR thirty (30) days notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

**14. TERMINATION**

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the Master Contract, either party shall give twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give twenty (20) days prior written notice to the other.

**15. INSURANCE**

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement or either party's use of the Work or any component or part thereof:

**A. Commercial General Liability Insurance, including both bodily injury and property damage, with limits as follows:**

\$1,000,000 per occurrence  
\$ 100,000 fire damage  
\$ 5,000 medical expenses  
\$1,000,000 personal & adv. injury



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\$2,000,000 general aggregate  
\$2,000,000 products/completed operations aggregate

- B. Business Auto Liability Insurance** for all owned scheduled, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- C. Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits

Part B - \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

- D. Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:**

\$1,000,000 per occurrence  
\$1,000,000 general aggregate

- E. CONTRACTOR**, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the District's Board of Education as additional insured's premiums on all insurance policies shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F.** Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, the LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G.** For any claims related to the services, the CONTRACTOR's insurance coverage shall be primary insurance as respects the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H.** All Certificates of Insurance shall reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.



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If the LEA or CONTRACTOR determines that changes in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

**16. INDEMNIFICATION AND HOLD HARMLESS**

To the fullest extent allowed by law, CONTRACTOR shall defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

**17. INDEPENDENT CONTRACTOR**

Nothing herein contained shall be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding. If CONTRACTOR is held to be a joint venturer, employer, or co-principal of the LEA, then the LEA shall indemnify and hold harmless the CONTRACTOR.

**18. SUBCONTRACTING**

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining the written approval of the LEA. CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including without limitation transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms provided by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA and the LEA/District Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract.



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All Certificates of Insurance shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

**19. CONFLICTS OF INTEREST**

CONTRACTOR shall provide to the LEA a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid any relationship with the LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e. before or after the LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the District may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When the CONTRACTOR is a nonpublic agency, the CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by the LEA if provided by an individual who was an employee of the LEA within the three hundred and sixty five (365) days prior to executing this Master Contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by the LEA.

**20. NON-DISCRIMINATION**

CONTRACTOR shall not unlawfully discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, or disability in employment or operation of its programs.



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**EDUCATIONAL PROGRAM**

**21. FREE AND APPROPRIATE PUBLIC EDUCATION**

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility as specified in the LEA Procedures.

Voluntary services and/or activities not necessary for the LEA student to receive a free appropriate public education shall not interfere with the LEA student's receipt of special education and/or related services as specified in the LEA student's IEP and ISA unless the LEA and CONTRACTOR agree otherwise in writing.

**22. GENERAL PROGRAM OF INSTRUCTION**

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted standards-based, core curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards - aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.



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When CONTRACTOR serves LEA students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements, including, but not limited to, passing the California High School Exit Exam (CAHSEE) per state guidelines.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written treatment plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. All services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult care giver is present. CONTRACTOR shall provide to the LEA a written description of the services and location provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention services must have a trained Behavior Intervention Case Manager (BICM) or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services.

**23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level, attending LEA schools and shall be specified in the LEA student's ISA developed in accordance with the LEA student's IEP.

For LEA students in grades pre-kindergarten through 12, unless otherwise specified in the LEA student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch, and passing time, shall be at least:

310 instructional minutes for LEA students in grades pre-kindergarten through five inclusive.

314 instructional minutes for LEA students in grades six through twelve inclusive.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in the LEA student's IEP.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the LEA student's ISA developed in accordance with the LEA student's IEP.



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**24. CLASS SIZE**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a nonpublic agency.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

**25. CALENDARS**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of 20 instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of 20 billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, may include Martin Luther King, Jr. Day, Cesar Chavez Day, President's Day, Memorial Day and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services



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pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

**26. DATA REPORTING**

CONTRACTOR shall agree to provide to the LEA, all data related to students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract. CONTRACTOR agrees to provide all the information in the format required by the LEA. It is understood that all nonpublic schools and nonpublic agencies shall utilize the Special Education Information System (SEIS) or comparable system approved by the LEA/SELPA for all IEP development and progress reporting. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including but not limited to invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR-provided forms at their discretion.

**27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and the LEA shall both follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options (and/or dual enrollment options if available and appropriate) for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services and goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommendations and/or activities to support the transition.

**28. STATEWIDE ACHIEVEMENT TESTING AND HIGH SCHOOL EXIT EXAMINATION**

Where CONTRACTOR is a nonpublic school, CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools and each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR's qualified staff; CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).



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Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests and the California High School Exit Examination as mandated by the LEA and pursuant to the LEA, state and federal guidelines.

**29. SELPA MANDATED ATTENDANCE AT MEETINGS**

CONTRACTOR shall attend SELPA mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing. The LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

**30. POSITIVE BEHAVIOR INTERVENTIONS**

CONTRACTOR shall comply with the requirements of Title 5 of the California Code of Regulations sections 3001(c)-(f) and 3052(l)(1-8) regarding positive behavior interventions including, but not limited to: the completion of functional analysis assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; and emergency interventions. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 Regulation, 3064 and 3065. Such requirements will be provided in writing to the behavior intervention agency prior to entering into any contract for services. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. Behavior intervention agencies shall provide the LEA with all training protocols for behavior intervention staff employed by a nonpublic agency who do not possess a license, credential or recognized certification as part of their Master Contract application. Behavior intervention nonpublic agencies shall provide certification that all behavior aides who do not possess a license, credential or recognized certification have completed required training protocols within ten days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a "behavior intervention case manager" as that term is defined in Title 5 of the California Code of Regulations section 3001(e). CONTRACTOR shall maintain a written policy in compliance with Title 5 of the California Code of Regulations section 3052(i) and (k) regarding emergency interventions and Behavioral Emergency Reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within 6 days of any new hire. CONTRACTOR shall ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention similar to or like the following: (a) any intervention that is designed to, or likely to, cause physical pain; (b) releasing noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the LEA student's face; (c) any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (d) any intervention which is designed to subject, used to subject, or likely to subject the LEA student to verbal abuse, ridicule, or humiliation, or which can be expected to cause excessive emotional trauma; (e) restrictive interventions which employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used as a short term emergency intervention by CONTRACTOR's trained and qualified personnel as allowable by applicable law and regulations; (f) locked seclusion except as allowable by applicable law and regulations; (g) any intervention that precludes adequate supervision of individual; and (h) any intervention



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which deprives the LEA student of one or more of his or her senses, pursuant to California Code of Regulations 3052(l) (1-8).

**31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations.

When CONTRACTOR seeks to remove a LEA student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

**32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school and/or by the nonpublic agency; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366(a)(2)(B)(i) and (ii).) If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA policy and procedures.

It is understood that the CONTRACTOR shall utilize the Special Education Information System (SEIS) for all IEP planning and progress reporting. The SELPA shall provide training for any nonpublic school and nonpublic agency to assure access to SEIS. The nonpublic school and/or nonpublic agency shall maintain confidentiality of all IEP data on SEIS and shall protect the password requirements of the system. When a student disenrolls from the nonpublic school or stops receiving services from the nonpublic agency, such CONTRACTOR shall discontinue use of SEIS for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting, provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of considering a change in the student's



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placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise, or unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

**33. SURROGATE PARENTS**

CONTRACTOR shall comply with all LEA surrogate parent assignments.

**34. DUE PROCESS PROCEEDINGS**

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include but in no way be limited to cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's ISP.

**35. COMPLAINT PROCEDURES**

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (4) Student Grievance Procedure pursuant to Title IX 106.8 (a)(d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (HIPPA). CONTRACTOR shall include verification of these procedures to the LEA.

**36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless the LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA within 10 days of the LEA's request.

CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support plans. The LEA may request copies of such data at any time within five years of the date of service. CONTRACTOR agrees to maintain the information for at least five years and also shall provide this data supporting progress within 5 business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall maintain supporting



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documentation such as test protocols and data collection, which shall be made available to LEA within 5 business days of request.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

**37. TRANSCRIPTS**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer, for LEA students in grades nine through twelve inclusive. CONTRACTOR shall submit all transcripts on LEA approved forms to the LEA student's school of residence, for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of LEA students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

**38. LEA STUDENT CHANGE OF RESIDENCE**

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days after CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, the LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence.

**39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report, by telephone, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call on LEA approved forms and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal. CONTRACTOR shall assist LEA to verify and clear potential dropouts three times per year, as required by the 2001



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Elementary and Secondary Education Act (No Child Left Behind; NCLB), as documentation of graduation rate is one of the indicators of Adequate Yearly Progress (AYP).

**40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and LEA student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

**41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT**

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISP, shall assure that at least one parent of the child or an adult caregiver with written and signed authorization to make decisions in an emergency is present during the provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

**42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS**

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, Health and Safety Code section 1501.1(b), (AB1858, AB490 (Chapter 862, Statutes of 2003)) and the procedures set forth in the LEA Procedures. A LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including



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those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and 2) the educational placement and services specified in each student's IEP at the time of enrollment.

Unless placement is made pursuant to a Office of Administrative Hearings order or a lawfully executed agreement between the LEA and parent, the LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student's parent or another adult with educational decision-making rights.

**43. STATE MEAL MANDATE**

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

**44. MONITORING**

CONTRACTOR shall allow representatives from the LEA access to its facilities for the purpose of monitoring each LEA student's instructional program. LEA shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also a LCI, the SELPA shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall fully participate in the CDE On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA.

CONTRACTOR understands that the LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code Section 33126.



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**PERSONNEL**

**45. CLEARANCE REQUIREMENTS**

CONTRACTOR shall comply with the requirements of California Education Code section 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

**46. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 et seq. and 45350 et seq. Specifically, all paraprofessionals, including, but not limited to instructional aides and teacher assistants, employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

**47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to the LEA and SELPA a staff list, and copies of all current licenses, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by



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CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students as specified in the LEA Procedures. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall provide to the LEA updated information regarding the status of licenses, credentials, permits and/or other documents within than 30 days of any known changes.

**48. STAFF ABSENCE**

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage on the LEA substitute teacher log. Substitute teachers shall remain with their assigned class during all instructional time. The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for his/her student. The LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and an authorized LEA representative.

**49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.



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For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or an LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

**HEALTH AND SAFETY MANDATES**

**50. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 3454(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall comply with OSHA Blood Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

**51. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required to comply with applicable federal, state, and local laws, regulations, and ordinances.

**52. ADMINISTRATION OF MEDICATION**

Unless otherwise set forth in the student's ISP, CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.



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**53. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours by fax and mail, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

**54. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

**55. SEXUAL HARASSMENT/DISCRIMINATION**

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures.

**56. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures the LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

**FINANCIAL**

**57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the children enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every child.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing, including requirements of electronic billing, as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and in compliance with the LEA Procedures, and will be governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be



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completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by the LEA during the effective period of this Master Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on a LEA form with signatures in the manner prescribed by LEA in the LEA Procedures. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the ISP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this Master Contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by the LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. SELPA will not pay mileage for NPA employee.

**58. RIGHT TO WITHHOLD PAYMENT**

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or



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otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA with five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student. It is understood that no payments shall be made for any invoices that are not received by six months following the close of the prior fiscal year, for services provided in that year.

The amount which may be withheld by the LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a): the value of the service CONTRACTOR failed to perform; (b): the amount of overpayment; (c): the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR (d): the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e): the proportionate amount of the invoice related to the applicable pupil for the time period from the date of the violation occurred and until the violation is cured; or (f): the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student.

If the LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for the LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for the LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR's written request showing good cause, the LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to the LEA specifying the reason it believes payment should not be withheld. The LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason the LEA believes payment should not be made. If the LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c)(2).

**59. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify the LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to the LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.



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**60. PAYMENT FOR ABSENCES**

**NONPUBLIC SCHOOL STAFF ABSENCE**

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. The LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this agreement and as determined by LEA) substitute. The LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in LEA student's IEP or ISA.

**NONPUBLIC SCHOOL STUDENT ABSENCE**

If CONTRACTOR is a nonpublic school, no later than the tenth (10) cumulative day of the LEA student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. The LEA shall not be responsible for payment of DIS or related services for days on which a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law, nor shall student be eligible for make-up services.

**NONPUBLIC AGENCY STAFF ABSENCE**

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and the LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

**NONPUBLIC AGENCY STUDENT ABSENCE**

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a LEA student no later than the fifth consecutive service day of the student's absence, as specified in the LEA Procedures. The LEA shall not be responsible for the payment of services when a student is absent.



**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2010-2011**

**61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers, dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices (to be specified by the LEA) at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide assistance for such examination or audit. The LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

**62. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the percentage of a 310-minute instructional day.



**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2010-2011**

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

**63. DEPARTMENT CERTIFICATION**

By signing this agreement, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1<sup>st</sup> day of January, 2010 and terminates at 5:00 P.M. on June 30, 2011, unless sooner terminated as provide herein.

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CONTRACTOR,  
Capitol Academy  
Nonpublic School/Agency

LEA,  
Center Joint Unified School District

Deleted: Rancho Learning Center  
JRHSPoint Quest Education, Inc.Bur  
Odyssey Learning CenterGuiding Hands  
Inc.Lane Education aka Crossroads at  
Lane EducationClarinda AcademyCHAT  
CENTER SACRAMENTOger Physical  
Therapy

By:

By:

Signature

Date

Signature

Date

Deleted: Unfiled

Name and Title of Authorized  
Representative

Scott A. Loehr, Superintendent

Name and Title of Authorized  
Representative

Deleted: \_\_\_\_



**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2010-2011**

Notices to CONTRACTOR shall be addressed to:	Notices to LEA shall be addressed to:
<b>Tamre Burns, Owner</b> Name	<b>Paula Robinson, Executive Assistant</b> Name and Title
<b>Capitol Academy</b> Nonpublic School/Agency/Related Service Provider	<b>Center Joint Unified School District</b> LEA
<b>3063 Gold Canal Drive</b> Address	<b>8408 Watt Avenue</b> Address
<b>Rancho Cordova, CA 95670</b> City State Zip	<b>Antelope, CA 95843</b> City State Zip
<b>916-266-2610</b> <b>916-266-2615</b> Phone                      Fax	<b>916-338-6320</b> <b>916-338-6322</b> Phone                      Fax
<b>Email</b>	<b>probinson@centerusd.org</b> Email

**Additional LEA Notification  
(Required if completed)**

<b>Scott A. Loehr, Superintendent</b> Name and Title
<b>8408 Watt Avenue</b> Address
<b>Antelope, CA 95843</b> City State Zip
<b>916-338-6320</b> <b>916-338-6322</b> Phone                      Fax
<b>sloehr@centerusd.org</b> Email

<b>Deleted: Jacqueline Hewitt</b>
<b>Deleted: Rick BassanelleKELLY MONTEIRO, VPCINDY A. KELLER, EXECUTIVE DIRECTORROBERT B. PYE CEOCHARLES RICHARDSON, PRESIDENTLAURA TURNER, PRINCIPALCarol Burger</b>
<b>Deleted: Rancho Learning Center JRHSPolnt Quest Education, Inc.ODYSEY LEARNING CENTER, INC.GUIDING HANDS SCHOOL, INC.LANE EDUCATION CLARINDA ACADEMYCHAT CENTER SACRAMENTO</b> Burger Physical Therapy
<b>Deleted: 3063 Gold Canal Drive6600 44<sup>th</sup> Street7150 SANTA JUANITA AVENUE4900 WINDPLAY DR.6060 SUNRISE VISTA DR., SUITE 11101820 N. 16<sup>TH</sup> STREET11100 COLOMA ROADPO Box 1100</b>
<b>Formatted: Superscript</b>
<b>Formatted: Superscript</b>
<b>Deleted: Sacramento, CA 95823ORANGEVALE, CA 95662EL DORADO HILLS, CA 95762CITRUS HEIGHTS, CA 95610LARINDA, IA 51632RANCHO CORDOVA, CA 95670Folsom, CA 95763</b>
<b>Deleted: 7</b>
<b>Deleted: 2</b>
<b>Deleted: 422-0571988-025839-0553729-542-27213103</b>
<b>Deleted: 712</b>
<b>Deleted: 422-016098839-0423553722-5186542-2907916-361-7290983-5915 916-983-5915</b>
<b>Deleted: sburger@burger-rehab.comgwallin@clarindacademy.org info@ccbatsacramento.org</b>
<b>Deleted: kellymonteiro@odysseylearni ngcenter.orgckeller@ghandsschool.comw wood@ctclane.org</b>



**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2010-2011**

**EXHIBIT A: RATES**

**CONTRACTOR:** Capitol Academy  
(NONPUBLIC SCHOOL OR AGENCY)

**CONTRACTOR NUMBER:** 31  
**2010-2011 Contract Year**

**Deleted:** Rancho Learning Center  
JRHS C ODYSSEY LEARNING  
CENTERGUIDING HANDS  
SCHOOL, INC.LANE  
EDUCATIONCLARINDA  
ACADEMY HAT CENTER  
SACRAMENTO Burger Physical  
Therapy

**Deleted:** 161109876

**Per CDE Certification, total enrollment may not exceed**

**If blank, the number shall be as determine by CDE Certification.**

**Rate Schedule.** This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed \_\_\_\_\_

Total LEA enrollment may not exceed \_\_\_\_\_

	<u>Rate</u>	<u>Period</u>
A. <u>Basic Education Program/Special Education Instruction</u> *Approved by SELPA	<u>145.60</u>	<u>6/30/11</u>
Basic Education Program/Dual Enrollment		

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Per diem rates for LEA students whose IEPs authorize less than a full instructional day shall be adjusted proportionally.

**B. Related Services**

- |      |  |              |                |
|------|--|--------------|----------------|
| (1)  | a. Transportation – Round Trip   | <u>25.00</u> | <u>6/30/11</u> |
|      | b. Transportation – One Way  |              |                |
|      | c. Transportation-Dual Enrollment  |              |                |
|      | d. Public Transportation   |              |                |
|      | e. Parent*   |              |                |
| (2)  | a. Educational Counseling – Individual   |              |                |
|      | b. Educational Counseling – Group of   |              |                |
|      | c. Counseling – Parent   |              |                |
| (3)  | a. Adapted Physical Education – Individual                                     |              |                |
|      | b. Adapted Physical Education – Group of _____                                 |              |                |
|      | c. Adapted Physical Education – Group of _____                                 |              |                |
| (4)  | a. Language and Speech Therapy – Individual                                    |              |                |
|      | b. Language and Speech Therapy – Group of 2                                    |              |                |
|      | c. Language and Speech Therapy – Group of 3                                    |              |                |
|      | d. Language and Speech Therapy – Per diem                                      |              |                |
|      | e. Language and Speech - Consultation Rate                                     |              |                |
| (5)  | a. Additional Instructional Assistant - Individual (must be authorized on IEP) |              |                |
|      | b. Additional Instructional Assistant – Group of 2                             |              |                |
|      | c. Additional Instructional Assistant – Group of 3                             |              |                |
| (6)  | Intensive Special Education Instruction**                                      |              |                |
| (7)  | a. Occupational Therapy – Individual   |              |                |
|      | b. Occupational Therapy – Group of 2   |              |                |
|      | c. Occupational Therapy – Group of 3   |              |                |
|      | d. Occupational Therapy – Group of 4 - 7                                       |              |                |
|      | e. Occupational Therapy - Consultation Rate                                    |              |                |
| (9)  | Physical Therapy   |              |                |
| (10) | a. Behavior Intervention – BII   |              |                |
|      | b. Behavior Intervention – BID   |              |                |
|      | Provided by: _____   |              |                |

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**DISTRICT MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2010-2011**



# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: February 16, 2011

Action Item   X  

To: Board of Trustees

Information Item

From: Scott Loehr, Superintendent

# Attached Pages

Initials: S.L.

## SUBJECT: 2010/2011 Individual Service Agreements

Please approve the following Individual Service Agreements for special education students to receive services at nonpublic schools/agencies during the 2010/11 fiscal year.

2010/11-122	Placer Learning Center	\$18,596.00
2010/11-123	Capitol Academy (formerly Rancho Learning Center)	\$ 3050.00
2010/11-124	Capitol Academy (formerly Rancho Learning Center)	\$17,763.20
2010/11-125	Capitol Academy (formerly Rancho Learning Center)	\$20,813.20

**RECOMMENDATION:** CJUSD Board of Trustees to approve Individual Service Agreements for the 2010/2011 school year.

**CONSENT AGENDA**



## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Curriculum & Instruction

**Date:** February 16, 2011

**Action Item**   X  

**To:** Board of Trustees

**Information Item**

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

**# Attached Pages**  26 

**Initials:** G.T.

**SUBJECT:** 2010/2011 Consolidated Application Part II

Please approve the 2010/11 Consolidated Application (Part II) for funding Categorical Programs.

**RECOMMENDATION:** CJUSD Board of Trustees to approve 2010/11 Consolidated Application (Part II) for funding Categorical Programs.

**CONSENT AGENDA**



# 2010-11 Consolidated Application for Funding Categorical Aid Programs (Part II)

California Department of Education

Consolidated Application

<b>Purpose:</b> To declare the agency's intent to apply for 2010-11 funding of Consolidated Categorical Aid Programs.		<b>Agency:</b> Center Joint Unified								
<b>CDE Contact:</b> Anne Daniels - 916-319-0295 - ADaniels@cde.ca.gov		<b>CD code:</b> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px;">3</td> <td style="border: 1px solid black; width: 20px;">4</td> <td style="border: 1px solid black; width: 20px;">7</td> <td style="border: 1px solid black; width: 20px;">3</td> <td style="border: 1px solid black; width: 20px;">9</td> <td style="border: 1px solid black; width: 20px;">7</td> <td style="border: 1px solid black; width: 20px;">3</td> </tr> </table>		3	4	7	3	9	7	3
3	4	7	3	9	7	3				
<b>Legal status of agency:</b> <input checked="" type="checkbox"/> School District <input type="checkbox"/> County Office of Education <input type="checkbox"/> Direct-Funded Charter		<b>Dates of project duration:</b> July 1, 2010 – June 30, 2011								
<b>Date of approval by local governing board:</b> 02/16/2011		Do not return the paper copy of this form to the California Department of Education.  The ConApp must be submitted electronically using the ConApp Data System (CADS).								
<b>Advisory Committees:</b> The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs or programs for English learners.										
Signature-District Advisory Committee (DAC) 	/ / Date	01/31/2011 Date	<table style="width: 100%;"> <tr> <td style="text-align: center; border: 1px solid black; padding: 5px;"> <b>OR,</b> for each committee, check the appropriate box to the right           </td> <td style="text-align: center; padding: 5px;"> <input checked="" type="checkbox"/> Committee is N/A           </td> <td style="text-align: center; padding: 5px;"> <input type="checkbox"/> Committee refused to sign           </td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;"> <input type="checkbox"/> Committee is N/A           </td> <td style="text-align: center; padding: 5px;"> <input type="checkbox"/> Committee refused to sign           </td> </tr> </table>	<b>OR,</b> for each committee, check the appropriate box to the right	<input checked="" type="checkbox"/> Committee is N/A	<input type="checkbox"/> Committee refused to sign		<input type="checkbox"/> Committee is N/A	<input type="checkbox"/> Committee refused to sign	
<b>OR,</b> for each committee, check the appropriate box to the right	<input checked="" type="checkbox"/> Committee is N/A	<input type="checkbox"/> Committee refused to sign								
	<input type="checkbox"/> Committee is N/A	<input type="checkbox"/> Committee refused to sign								
Signature-District English Learner Advisory Committee (DELAC) 										
<b>Certification:</b> I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.										
 Signature of authorized representative	George Tigner Printed name of authorized representative	Chief Administrative Officer Title	01/31/2011 Date							
<input checked="" type="checkbox"/> Electronic certification HAS been completed. <input type="checkbox"/> Electronic certification has NOT been completed.										



# 2010-11 Consolidated Application for Funding Categorical Aid Programs (Part II)

California Department of Education

Consolidated Application

<b>Purpose:</b> To declare the agency's intent to apply for 2010-11 funding of Consolidated Categorical Aid Programs.		<b>Agency:</b> Center Joint Unified											
<b>CDE Contact:</b> Anne Daniels - 916-319-0295 - ADaniels@cde.ca.gov		<b>CD code:</b> <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">7</td> <td style="width: 20px;">3</td> <td style="width: 20px;">9</td> <td style="width: 20px;">7</td> <td style="width: 20px;">3</td> </tr> </table>		3	4	7	3	9	7	3			
		3	4	7	3	9	7	3					
<b>Dates of project duration:</b> July 1, 2010 – June 30, 2011													
<b>Legal status of agency:</b> <input checked="checked" type="checkbox"/> School District <input type="checkbox"/> County Office of Education <input type="checkbox"/> Direct-Funded Charter		Do not return the paper copy of this form to the California Department of Education.  The ConApp must be submitted electronically using the ConApp Data System (CADS).											
<b>Date of approval by local governing board:</b> 02/16/2011													
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_____ Signature-District English Learner Advisory Committee (DELAC)	01/31/2011 Date												
<b>Certification:</b> I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.													
_____ Signature of authorized representative	George Tigner Printed name of authorized representative	Chief Administrative Officer Title	01/31/2011 Date										
<input checked="checked" type="checkbox"/> Electronic certification HAS been completed. <input type="checkbox"/> Electronic certification has NOT been completed.													



## 2010-11 District Allocation of EIA Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Economic Impact Aid (EIA) funds for 2010-11. The results from this page are used to make school-level allocations on page 31.			<b>Agency:</b> Center Joint Unified													
<b>CDE Contact:</b> Mark Klinesteker 916-319-0420 MKlinesteker@cde.ca.gov Chimeng Yang 916-319-0678 CYang@cde.ca.gov			<b>CD code:</b> <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">7</td> <td style="width: 20px;">3</td> <td style="width: 20px;">9</td> <td style="width: 20px;">7</td> <td style="width: 20px;">3</td> </tr> </table>							3	4	7	3	9	7	3
3	4	7	3	9	7	3										
			<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.													
Description			SACS Resource Codes: 7090/7091													
			Economic Impact Aid (EIA)													
1.	2010-11 entitlement		538,888													
2.	Transferred in	(+)	0													
3.	2009-10 carryover (as of 6/30/10)	(+)	40,666													
4.	Repayment of funds	(+)	0													
5.	Subtotal (line 1 + 2 + 3 + 4)	(=)	579,554													
6.	Reserved for indirect costs (up to 3%)	(-)	16,166													
7.	Administration and evaluation (up to 10%)	(-)	0													
8.	EIA activities operated by the district (up to 2%)	(-)	0													
9.	EIA security (may not exceed 32 cents per pupil)	(-)	0													
10.	EIA alternative	(-)	0													
11.	Adjusted total allocation* (line 5 - 6 - 7 - 8 - 9 -10)	(=)	563,388													

\* Line 11 to be allocated to schools.



# 2010-11 District Allocations of EIA Funds to Schools

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.				<b>Agency:</b> Center Joint Unified					
				<b>CD code:</b> <table border="1"> <tr> <td>3</td> <td>4</td> <td>7</td> <td>3</td> <td>9</td> <td>7</td> <td>3</td> </tr> </table>			3	4	7
3	4	7	3	9	7	3			
<b>CDE Contact: EIA-SCE: Richard Graham 916-319-0303 RGRAHAM@cde.ca.gov</b> <b>EIA-LEP: Mark Klinesteker 916-319-0420 MKLINESTEKER@cde.ca.gov</b>				<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.					
<input type="checkbox"/> The LEA wishes to manually enter LEP & SCE site allocations	<b>1. Total EIA Allocation</b> 563,388		<b>2. Standard Per Pupil EIA/LEP</b> \$ 202,7305						
			<b>3. Requested Per Pupil EIA/LEP</b> \$ 0.0000						
			<b>4. Per Pupil EIA/SCE</b> \$ 293,4574						
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>			
<b>Name of School</b> <b>School Code</b>	<b>SCE Eligible</b>	<b>SCE Funded</b>	<b>Number of LEP Students</b>	<b>Number of EDY Students</b>	<b>LEP Allocation SACS 7091</b>	<b>SCE Allocation SACS 7090</b>			
Global Youth Charter High 0106377	Yes		2	37	405	0			
Wilson C. Riles Middle 0108621	Yes		83	749	16,827	0			
Center High 3430378	Yes	Yes	51	802	10,339	235,353			
McClellan High (Continuation) 3430451	Yes	Yes	2	91	405	26,705			
Antelope View Charter 3430816	Yes		0	61	0	0			
Arthur S. Dudley Elementary 6032908	Yes	Yes	105	298	21,287	87,450			
Cyril Spinelli Elementary 6032924	Yes		83	201	16,827	0			
Oak Hill Elementary 6107734	Yes	Yes	141	324	28,585	95,080			
North Country Elementary 6108948	Yes		119	216	24,125	0			
<b>5. Total EDY at Schools Eligible for SCE</b>		2,779			<b>8. Totals</b>	118,800			
<b>6. Total LEP at Schools NOT Eligible for SCE</b>		0			<b>9. Total Allocation Balance</b>				
<b>7. Total EDY at Schools funded with SCE</b>		1,515			0				



# 2010-11 Federal Transferability

California Department of Education

Consolidated Application

**Purpose:** To compute the amount of money being transferred to and from various federal programs.

**Agency:**

Center Joint Unified

**CD code:**

3 | 4 | 7 | 3 | 9 | 7 | 3

**CDE Contact:** Anne Daniels 916-319-0295 ADaniels@cde.ca.gov

**Notes:**

Federal transferability is governed by Title VI in ESEA Section 6123. You may transfer a maximum of 50 percent of any program to other programs.

☐ This district has been identified as a Program Improvement (PI) LEA under ESEA Section 1116 and may only transfer 30 percent of the funds and those funds must be used for PI activities. A single school district (SSD) or a direct-funded charter (DFC) school whose only school is in PI and operating as a Targeted Assistance School (TAS), for the purpose of federal transferability the LEA is restricted to the 30% limit. If the SSD or DFC is operating as a Schoolwide Program (SWP) school, this restriction does not apply.

**2010-11  
programs  
affected by  
transferability:**

Title I, Part A  
Title II, Part A (Teacher and Principal Training and Recruiting)  
Title II, Part D (Enhancing Education Through Technology)  
Title IV, Part A (Safe and Drug Free Schools and Communities)

**Amounts Transferred to These Programs**

2010-11 Program Entitlements		Title I, Part A (Basic Grant)	Title II, Part A	Title II, Part D	Title IV, Part A	Amounts Retained in Original Program
Title II, Part A	\$ 184,751	\$ 0		\$ 0	\$ 0	\$ 184,751
Title II, Part D		\$ 0	\$ 0		\$ 0	
Title IV, Part A		\$ 0	\$ 0	\$ 0		
Totals transferred and used for:		\$ 0	\$ 0	\$ 0	\$ 0	



# 2009-10 Title I, Part A Carryover Calculation and Waiver Request

California Department of Education

Consolidated Application

**Purpose:** To calculate Title I, Part A and applicable, American Recovery and Reinvestment Act, Title I, Part A (ARRA), carryover from fiscal year 2009-10; and, if necessary, to apply for a carryover waiver.

**Note:** ARRA on this page refers to only the ARRA Title I, Part A funds.

**Agency:**

Center Joint Unified

**CD code:**

3 | 4 | 7 | 3 | 9 | 7 | 3

**CDE Contact:** Jyoti Singh 916-319-0372 JySingh@cde.ca.gov  
Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov

☐ This page is not applicable because the LEA did not receive Title I, Part A or ARRA funds in 2009-10.

**Note:** Title I, Part A, carryover is limited to 15% unless the LEA received less than \$50,000 in Title I, Part A and ARRA funds in fiscal year 2009-10.

## B. Waiver Determination & Request (if line 13 exceeds 15% complete this section)

- ☐ 1. This waiver is not applicable because the LEA received less than 50,000 in Title I, Part A and ARRA funds.
- ☐ 2. LEA is completing Section C to apply for a waiver to carry over any Title I, Part A funds in excess of 15%. This is not applicable for LEAs with ARRA funds.
- ☐ 3. LEA is not eligible for a waiver because the LEA received a waiver in one of the last two years and the LEA did not receive ARRA funds.\*\*
- ☐ 4. LEA elects not to request a waiver.\*\*
- ☒ 5. The LEA is requesting CDE to waive the 15 percent carryover limit under ESEA, Title I, Section 1127(b)(2). The LEA received supplemental funds under ARRA.

## C. Waiver Request Details (applicable only for LEAs with no ARRA funds)

A. Carryover Calculation		
1.	2009-10 Title I, Part A Entitlement amount*	\$ 1,008,850
2.	Transferability - Transfers-in per Section 6123, ESEA	\$ 0
3.	2008-09 Title I, Part A Carryover as of June 30, 2009	\$ 462,401
4.	Total 2009-10 Title I, Part A funds (Total lines 1 through 3)	\$ 1,471,251
5.	2009-10 Expenditures and Encumbrances as of June 30, 2010 (7/1/09 to 6/30/10)	\$ 896,916
6.	2009-10 Carryover as of June 30, 2010	\$ 574,335
7.	Carryover percent as of June 30, 2010 (line 6 / (line 1 + line 2) * 100)	56.93%
8.	2009-10 Expenditures and Encumbrances as of September 30, 2010 (7/1/09 to 9/30/10)	\$ 1,087,893
9.	2009-10 Title I, Part A Carryover as of September 30, 2010	\$ 383,358
10.	2009-10 ARRA Entitlement	\$ 495,136
11.	2009-10 ARRA Carryover as of September 30, 2010	\$ 130,214
12.	Total Title I, Part A and ARRA Carryover as of September 30, 2010	\$ 513,572
13.	Carryover percent as of September 30, 2010 (line 12 / (line 1 + line 2 + line 10) * 100)	34.15%

Describe major activities to be funded by the carryover amount on line 12		Amount Budgeted
1.		\$ 0
2.		\$ 0
3.		\$ 0
4.		\$ 0
5.		\$ 0
6.		\$ 0
Total (lines C1 through C6)		\$ 0

\*This amount reflects revised Title I entitlements posted on the CDE website at <http://www.cde.ca.gov/fg/aa/ca/nclbtitei.asp>

\*\*CDE will invoice LEA to return funds exceeding the 15% carryover limit.



## 2010-11 District Allocations of Title I, Part A Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Title I, Part A, funds for 2010-11. The total Title I, Part A administrative costs are included on lines seven and eight.		<b>Agency:</b> Center Joint Unified								
<b>CDE Contact:</b> Monique Moton 916-319-0733 MMoton@cde.ca.gov Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov		<b>CD code:</b> <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">7</td> <td style="width: 20px;">3</td> <td style="width: 20px;">9</td> <td style="width: 20px;">7</td> <td style="width: 20px;">3</td> </tr> </table>		3	4	7	3	9	7	3
3	4	7	3	9	7	3				
		<input type="checkbox"/> This page is not applicable because the LEA did not apply for Title I, Part A funds on page 2 of the ConApp.								

Description		SACS Resource Code: 3010
		Title I, Part A
1.	2010-11 Title I, Part A entitlement	1,048,195
2.	Transferred in (+)	0
3.	2010-11 amount after transfer (line 1 + 2) (=)	1,048,195
4.	2009-10 carryover (+)	574,335
5.	Repayment of funds (+)	0
6.	Total approved allocation (line 3 +4 + 5 ) (=)	1,622,530
7.	Reserved for indirect costs (-)	38,742
8.	Reserved for administration (-)	132,520
9.	Adjusted total allocation (line 6 - 7 - 8) (=)	1,451,268



# 2010-11 Title I, Part A Reservations (Required)

California Department of Education

Consolidated Application

**Purpose:** To report LEA reservations for Title I, Part A before distributing funds to schools. All reservations reported on this page, **except for lines 5-9**, are used to provide direct services to eligible Title I, Part A students.

**Agency:**

Center Joint Unified

**CD code:**

3 | 4 | 7 | 3 | 9 | 7 | 3

**CDE Contact:** Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov  
Bob Storelli 916-319-0482 BStorelli@cde.ca.gov

☐ This page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

<b>A.</b> Adjusted total allocation (line 9 on page 34)		1,451,268	<b>2.</b> Program Improvement (PI) Schools: Public School Choice Transportation (Choice)		0	
<b>B. Calculation of Equitable Services Percent</b>			<b>3.</b> PI Schools: Supplemental Educational Services (SES)			
<b>1.</b> Number of public schools expected to receive Title I, Part A funds per page 8		3	<b>4.</b> PI Schools: Parent outreach and assistance for Choice and SES		0	
<b>Within the attendance areas of these participating schools:</b>						
<b>2.</b>	Number of private school children from low-income families	0	<b>5.</b> PI LEA:		0	
<b>3.</b>	Total number of children from low-income families	0	a. Professional Development (PD) (minimum 10%*) set-aside			
<b>4.</b>	Percent of Private School Children from low-income families (line 2 + line 3)	0.00%	b. 2009-10 PI PD set-aside carryover			
			c. Total PI set-aside (line 5a + line 5b)		0	
			If reservation is less than 10%, check below:			
			<input type="checkbox"/> Professional Development funds from PI school-level set-asides will be used to help meet LEA 10% reservation			
<b>C. Required Reservations</b>						
<b>1.</b>	Reservation for Parent Involvement <input type="checkbox"/> No reservation is mandated because 1% of line 3 on page 34 is \$5,000 or less		525	<b>6.</b> Direct and indirect services to homeless children, regardless of their school of attendance		3,000
	a. Reserved for Parent Involvement (must be a minimum of 1%)* 10,482			<b>7.</b> Direct and indirect services to children in local institutions for neglected children		0
	b. Private school set-aside (% of private school children x reservation) 0			Check if district does not have local institutions for neglected children or children currently classified as neglected <input checked="" type="checkbox"/>		
	c. Amount remaining 10,482			<b>8.</b> Direct and indirect services to children in local institutions for delinquent children		0
	d. Public school distribution (95% of "Amount remaining")** 9,957			<b>9.</b> Direct and indirect services to neglected or delinquent children in community day school programs		0
	e. Balance available for LEA-level parental involvement activities			<b>10.</b> Total Required Reservations		3,525

\*of line 3 on page 34

\*\*see instructions

2010-11 ConApp, Part II, page 35 Date: 01/31/2011



# 2010-11 Consolidated Application Comment Form

Page Number

CD Code

District Name

Page 35: Reservations Required

3473973

Center Joint Unified

School Code and Name

## Comments

Center Joint Unified School District does not have any schools in Program Improvement. Therefore, line C2 is 0.

Center Joint Unified School District does not have a community day school.



## 2010-11 Consolidated Application Comments Form

Page Number

Page 35: Reservations Required

CD Code

3473973

District Name

Center Joint Unified

School Code and Name

### Comments

Funds are used for outreach to homeless families, transportation for homeless students who become permanently housed outside the district, other expenses that support homeless students such as caps and gowns for graduation.



# 2010-11 Title I, Part A Reservations (Allowed)

California Department of Education

Consolidated Application

**Purpose:** To report LEA reservations for Title I, Part A before distributing funds to schools. All reservations reported on this page are used to provide direct services to eligible Title I, Part A students.

Agency:

Center Joint Unified

CD code:

3 | 4 | 7 | 3 | 9 | 7 | 3

**CDE Contact:** Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov  
Bob Storelli 916-319-0482 BStorelli@cde.ca.gov



The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

1.	Total Required Reservations (page 35, line 10)	\$ 3,525		
2.	Program Improvement schools: teacher incentives and rewards (maximum 5%*)	\$ 0		
3.	Professional Development: highly qualified teachers and paraprofessionals - PI activities	\$ 0		
4.	Professional Development: highly qualified teachers and paraprofessionals - Not PI activities		8.	Summer school or intersession programs or before and after school programs - Not PI activities
	a. Total reservation \$ 40,000		a.	Total reservation \$ 40,000
	b. Reservation for equitable services for private school participants (line 4a. x line B4. on page 35) \$ 0		b.	Reservation for equitable services for private school participants (line 8a. x line B4. on page 35) \$ 0
	c. Reserved for public schools (line 4a. - line 4b.)	\$ 40,000	c.	Reserved for public schools (line 8a. - line 8b.) \$ 40,000
5.	Assistance to schools - PI activities	\$ 0	9.	Salary differentials \$ 0
6.	Assistance to schools - Not PI activities		10.	Preschool \$ 0
	a. Total reservation \$ 0		11.	Capital expenses reserved for private schools \$ 0
	b. Reservation for equitable services for private school participants (line 6a. x line B4. on page 35) \$ 0		12.	Total Allowable Reservations (sum of lines 2 through 11) \$ 80,000
	c. Reserved for public schools (line 6a. - line 6b.)	\$ 0	13.	Total LEA Reservations (line 1+ line 12) \$ 83,525
7.	Summer school or intersession programs or before and after school programs - PI activities	\$ 0	14.	Final adjusted allocation (line A. on page 35 - line 13) (must be allocated to schools in column J on page 37)
			a.	Title I, Part A, School Allocation: \$ 1,357,786
			b.	Parental Involvement: \$ 9,957
			c.	Private School Set-aside: \$ 0
				\$ 1,367,743

\* of line 4 on page 34



# 2010-11 District Allocations of Title I, Part A Funds to Schools

California Department of Education

Consolidated Application

**Purpose:** To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

**Agency:**

Center Joint Unified

**CD code:**

3

4

7

3

9

7

3

**CDE Contact:** Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov  
Judi Brown 916-319-0942 JBrown@cde.ca.gov



The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J
Name of School School Code	Grade Span Group	Percent of Low-income Students	Number of Low-income Students	Title I, Part A \$ per Low-income Student	Site-Level Carryover, If Applicable	Title I, Part A (D x E + F = G)	Title I, Part A (Parent Involvement for ESEA, Sec. 1118)	Participating Private School Set-aside	Title I, Part A Total (G + H + I)
Cyril Spinelli Elementary 6032924	1	73.8	234	660.0260	162,870	317,316	3,319	0	320,635
McClellan High (Continuation) 3430451	3	64.9	61	0.0000	0	0	0	0	0
North Country Elementary 6108948	1	63.1	310	660.0260	181,586	386,194	3,319	0	389,513
Arthur S. Dudley Elementary 6032908	1	60.5	402	0.0000	0	0	0	0	0
Wilson C. Riles Middle 0108621	2	55.5	643	660.0260	229,879	654,276	3,319	0	657,595
Antelope View Charter 3430816	3	55.2	91	0.0000	0	0	0	0	0
Global Youth Charter High 0106377	3	53.9	55	0.0000	0	0	0	0	0
Oak Hill Elementary 6107734	1	48.1	357	0.0000	0	0	0	0	0
Center High 3430378	3	40.6	586	0.0000	0	0	0	0	0



# 2010-11 District Allocations of Title I, Part A Funds to Schools

California Department of Education

Consolidated Application

**Purpose:** To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

Agency:

Center Joint Unified

CD code:

3

4

7

3

9

7

3

**CDE Contact:** Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov  
Judi Brown 916-319-0942 JBrown@cde.ca.gov



The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J
Name of School School Code	Grade Span Group	Percent of Low-income Students	Number of Low-income Students	Title I, Part A \$ per Low-income Student	Site-Level Carryover, If Applicable	Title I, Part A (D x E + F = G)	Title I, Part A (Parent Involvement for ESEA, Sec. 1118)	Participating Private School Set-aside	Title I, Part A Total (G + H + I)
Antelope Christian Academy 6937544	P	0.0	0	0.0000	0	0	0	0	0
Adjusted total allocations						1,357,786	9,957	0	1,367,743



# 2010-11 Title I, Part A Program Improvement (PI) Activities and Expenditures Report

California Department of Education

Consolidated Application

**Purpose:** To report mid-year activities and expenditures and funds encumbered on ESEA Public School Choice (Choice) and Supplemental Educational Services (SES).

**Agency:** Center Joint Unified

**CD code:** 3 | 4 | 7 | 3 | 9 | 7 | 3

**CDE Contact:** Lana Zhou 916-319-0956 LZhou@cde.ca.gov  
Sandi Ridge 916-319-0243 SRidge@cde.ca.gov

☒ This page is not applicable because the LEA did not have schools in Program Improvement in 2010-11.

A. Program Improvement Activities		2010-11 Mid-Year Report	
1.	The number of students in PI schools Year 1 and beyond who applied for Choice under the Elementary and Secondary Act (ESEA).	0	
2.	The number of students who transferred from PI schools Year 1 and beyond to attend non-PI schools under ESEA.	0	
3.	The number of students who transferred from PI schools Year 1 and beyond to attend non-PI schools under a local or state school choice program.	0	
4.	The number of students in PI schools Year 2 and beyond who applied for SES.	0	
5.	The number of students in PI schools Year 2 and beyond who received SES.	0	
B. Expenditures of Funds Encumbered for Choice Transportation and SES		2010-11 Mid-Year Report	
		Title I, Part A Funds	Non-Title I, Part A Funds
1.	Expenditures and funds encumbered for Choice transportation for students who transferred from PI schools to non-PI schools under ESEA.	0	0
2.	Expenditures and funds encumbered for SES for eligible students enrolled in PI schools Year 2 and beyond.	0	0
3.	Expenditures and funds encumbered for parent outreach activities for Choice and SES.	0	0
4.	Total mid-year expenditures and funds encumbered for Choice and SES (B1. + B2. + B3.).	0	0



# 2010-11 District Allocation of Title I, Part D Neglected, Delinquent, or At-Risk Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Title I, Part D Neglected, Delinquent, or At -Risk funds for 2010-11.		<b>Agency:</b> <div style="text-align: center; border: 1px solid black; padding: 2px;">Center Joint Unified</div>								
<b>CDE Contact:</b> Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov Jeff Breshears 916-319-0946 JBreshears@cde.ca.gov		<b>CD code:</b> <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center; width: 100%;"> <tr> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">7</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">9</td> <td style="width: 12.5%;">7</td> <td style="width: 12.5%;">3</td> </tr> </table>		3	4	7	3	9	7	3
3	4	7	3	9	7	3				
		<input checked="checked" type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.								
<b>Description</b>		<b>Title I, Part D, Subpart 2</b>								
1.	2010-11 entitlement	0								
2.	2009-10 carryover (as of 6/30/10) (+)	0								
3.	Repayment of funds (+)	0								
4.	Total approved allocation (line 1 + 2 + 3) (=)	0								
5.	Reserved for indirect costs (-)	0								
6.	Reserved for administration (-)	0								
7.	Adjusted total allocation (line 4 - 5 - 6) (=)	0								



# 2010-11 District Allocation of Title II, Part A Improving Teacher Quality Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Title II, Part A Improving Teacher Quality funds for 2010-11.	<b>Agency:</b> Center Joint Unified							
	<b>CD Code:</b> <table border="1" style="display: inline-table; text-align: center; width: 100px;"> <tr> <td style="width: 15%;">3</td> <td style="width: 15%;">4</td> <td style="width: 15%;">7</td> <td style="width: 15%;">3</td> <td style="width: 15%;">9</td> <td style="width: 15%;">7</td> <td style="width: 15%;">3</td> </tr> </table>	3	4	7	3	9	7	3
3	4	7	3	9	7	3		
<b>CDE Contact:</b> Jackie Rose 916 322-9503 JRose@cde.ca.gov Kelly Heffington 916 324-5689 KHeffington@cde.ca.gov	<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.							

A. All LEAs complete this section		B. Only ESEA Section 2141 LEAs complete this section
<b>Description</b>	<b>Amount</b>	<input checked="checked" type="checkbox"/> This section is N/A because LEA is not in 2141 <input type="checkbox"/> The LEA certifies it will follow the agreement of 2141
1. 2010-11 entitlement	184,751	<b>Description</b>
2. Transferred in (+)	0	<b>Amount</b>
3. Transferred out (-)	0	<b>Professional Development</b>
4. 2010-11 amount after transfer (lines 1 + 2 - 3) (=)	184,751	A 1. Professional Development for Teachers
5. 2009-10 carryover (as of 06/30/2010) (+)	0	A 2. Professional Development for Administrators
6. Repayment of funds (+)	0	A 3. Subject Matter Project
7. Funds available for flexible use under Rural Education Achievement Program (REAP)*	0	Exams and Test Prep
8. Total approved allocation (line 4 + 5 + 6) (=)	184,751	B 1. Exam Fees, Reimbursement
9. Reserved for indirect and administrative costs (-)	7,434	B 2. Test preparation training and/or materials
10. Adjusted total allocation (line 8 - 9) (=)	177,317	Recruitment, Training, and Retaining
		C 1. Recruitment Activities
		C 2. Hiring Incentive, Relocation allotment
		C 3. National Board Certification and/or Stipend
		C 4. VPSS
		C 5. University Course Work
		Total Budgeted Amount

\*If page 2 indicates participation in Title VI, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.



## 2010-11 District Allocation of Title III, Part A Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Title III, Part A funds for 2010-11.		<b>Agency:</b> Center Joint Unified								
<b>CDE Contact: Immigrant: Clifton Davis 916 323-5808 CDavis@cde.ca.gov</b> <b>LEP: Patty Stevens 916 323-5838 PStevens@cde.ca.gov</b>		<b>CD code:</b> <table border="1" style="display: inline-table; text-align: center; width: 100px;"> <tr> <td style="width: 12.5px;">3</td> <td style="width: 12.5px;">4</td> <td style="width: 12.5px;">7</td> <td style="width: 12.5px;">3</td> <td style="width: 12.5px;">9</td> <td style="width: 12.5px;">7</td> <td style="width: 12.5px;">3</td> </tr> </table>		3	4	7	3	9	7	3
3	4	7	3	9	7	3				
<input type="checkbox"/> This page is not applicable because the LEA is not participating in Title III, Part A.										

		SACS Resource Code: 4201	SACS Resource Code: 4203
	Description	Title III, Part A (Immigrant)	Title III, Part A (LEP)
1.	2010-11 entitlement	0	61,970
2.	2009-10 carryover (as of 6/30/10) (+)	0	7,321
3.	Repayment of funds (+)	0	0
4.	Total approved allocation (line 1 + 2 + 3) (=)	0	69,291
5.	Reserved for administration and indirect costs (2% cap on Limited English Proficient (LEP)) (-)	0	1,240
6.	Adjusted total allocation (line 4 - 5) for LEA use only (=)	0	68,051



# 2010-11 Title III Immigrant Expenditure Report

California Department of Education

Consolidated Application

**Purpose:** To report expenditures of Title III Immigrant funds for fiscal year 2010-11.

**Agency:**  
Center Joint Unified

**CD Code:** 3 4 7 3 9 7 3

**CDE Contact:** Clifton Davis 916-323-5808 CDavis@cde.ca.gov

☒ This page is not applicable because the LEA is not participating in Title III Immigrant during 2010-11.

## Sub grantee Activities

Section 3115 (e)(1)

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-  
(1) IN GENERAL- An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include -  
(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;  
(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;  
(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;  
(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;  
(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;  
(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and  
(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2010-11 Entitlement from line 1 on page 41

\$ 0

Object Code	Activities	Expenditures
1000-1999	Certificated Personnel Salaries	\$ 0
2000-2999	Classified Personnel Salaries	\$ 0
3000-3999	Employee Benefits	\$ 0
4000-4999	Books and Supplies	\$ 0
5000-5999	Services & Other Operating Expenditures	\$ 0
	Administrative & Indirect Costs	\$ 0
	Total	\$ 0



# 2010-11 Title III LEP Expenditure Report

California Department of Education

Consolidated Application

**Purpose:** To report expenditures of Title III LEP funds for fiscal year 2010-11.

**Agency:**  
Center Joint Unified

**CD Code:** 3 | 4 | 7 | 3 | 9 | 7 | 3

**CDE Contact:** Patty Stevens 916-323-5838 PStevens@cde.ca.gov

☐ This page is not applicable because the LEA is not participating in Title III LEP during 2010-11.

## Required and Authorized Sub grantee Activities

### Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

### Authorized

Section 3115(d)

(1) Upgrading program objectives and effective instruction strategies.

(2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures

(3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction

(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services

(5) Improving the English proficiency and academic achievement of limited English proficient children.

(6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2010-11 Entitlement from line 1 on page 41		\$ 61,970
Object Code	Activities	Expenditures
1000-1999	Certificated Personnel Salaries	\$ 27,344
2000-2999	Classified Personnel Salaries	\$ 18,982
3000-3999	Employee Benefits	\$ 14,305
4000-4999	Books and Supplies	\$ 0
5000-5999	Services & Other Operating Expenditures	\$ 100
	Administrative and Indirect Costs (2% Cap)	\$ 1,239
	Total	\$ 61,970



## 2009-10 and 2010-11 Title III Cash Management Report

California Department of Education

Consolidated Application

<b>Purpose:</b> To report Title III LEP and/or Immigrant Program expenditures for the 2009-10 and 2010-11 allocations. Consortia Lead is responsible for reporting the entire consortia application.				<b>Agency:</b> Center Joint Unified										
<b>CDE Contact: Immigrant: Clifton Davis 916 323-5808 CDavis@cde.ca.gov</b> <b>LEP: Patty Stevens 916 323-5838 PStevens@cde.ca.gov</b>				<b>CD Code:</b> <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">7</td> <td style="width: 20px;">3</td> <td style="width: 20px;">9</td> <td style="width: 20px;">7</td> <td style="width: 20px;">3</td> </tr> </table>				3	4	7	3	9	7	3
3	4	7	3	9	7	3								
				<input type="checkbox"/> The page is not applicable because the LEA did not participate in either type of funding.										

		Allocation Issued Fiscal Year 2009-10		Allocation Issued Fiscal Year 2010-11	
	Description	Immigrant (SACS 4201)	LEP (SACS 4203)	Immigrant (SACS 4201)	LEP (SACS 4203)
1.	Entitlement	\$ 0	\$ 66,000	\$ 0	\$ 61,970
2.	Total expended to date (07/01/09 - 12/31/10)	\$ 0	\$ 66,000		
3.	Total expended to date (07/01/10 - 12/31/10)			\$ 0	\$ 61,970
4.	Unexpended funds (line 1 - line 2) or (line 1- line 3)	\$ 0	\$ 0	\$ 0	\$ 0
5.	Interest earned	\$ 0	\$ 0		



# 2009-10 Title IV, Part A (SDFSC), Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

**Purpose:** To report expenditures and determine available budget resources and to calculate Title IV, Part A (SDFSC), carryover from 2009-10.

**Agency:**

Center Joint Unified

**CD code:**

3 | 4 | 7 | 3 | 9 | 7 | 3

**CDE Contact:** Shalonn Woodard 916-319-0197 SWoodard@cde.ca.gov  
Stephanie Papas 916 445-8441 SPapas@cde.ca.gov

☐ The page is not applicable. The LEA did not participate in Title IV, Part A (SDFSC), in 2009-10.

A. Title IV, Part A Annual Fiscal Report		B. Title IV, Part A Carryover Calculation	
1. 2009-10 entitlement amount (must be spent by 9/30/11)	12,878	9. Unspent 2008-09 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 8, this is line 6 minus line 8. These unspent funds reverted 9/30/10. CDE will bill the LEA for these funds.	0
2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, ESEA	0		
3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, ESEA	0		
4. 2009-10 REAP funds from other programs flexibly used for Title IV (SDFSC) per Section 6211, ESEA	0	10. Balance to be carried forward into 2010-11 (line 7 minus lines 8 and 9)	0
5. 2009-10 Title IV (SDFSC) REAP funds flexibly used for other ESEA programs per Section 6211, ESEA	0		
6. 2008-09 Title IV (SDFSC) Carryover funds (must have been spent or obligated by 9/30/10)	0	11. Percent (%) of 2009-10 entitlement to be carried into 2010-11 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	0.00%
7. Total 2009-10 Resources	12,878		
8. Total 2009-10 Expenditures and Encumbrances	12,878		

C. Title IV, Part A Carryover Request Justification	
1. Explanation of why these funds could not be spent during fiscal year 2009-10 . (The LEA must demonstrate good cause for not expending 75 percent or more of its 2009-10 Title IV, Part A (SDFSC), entitlement.)	2. Description of how these carryover funds will be used to implement the SDFSC Program in fiscal year 2010-11.

Note: Carryover funds must be spent in accordance with the provisions set forth in Public Law 107-110, Elementary and Secondary Education Act, Title IV, Part A SDFSC.



# 2009-10 TUPE Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

**Purpose:** To determine available budget resources from previous years and to calculate Tobacco-Use Prevention Education (TUPE) carryover from 2008-09.

**Agency:**

Center Joint Unified

**CD code:**

3 | 4 | 7 | 3 | 9 | 7 | 3

**CDE Contact:** Shalonn Woodard 916-319-0197 SWoodard@cde.ca.gov  
Stephanie Papas 916 445-8441 SPapas@cde.ca.gov



The page is not applicable. The LEA did not have any 2007-08 or 2008-09 TUPE carryover funds.

## A. TUPE Annual Fiscal Report

1. 2009-10 entitlement	N/A
2. 2008-09 TUPE carryover funds (must be spent or obligated by 6/30/11)	0
3. 2007-08 TUPE carryover funds (must have been spent by 6/30/10)	0
4. Total 2009-10 TUPE resources (sum of lines 2 and 3)	0
5. Total 2009-10 Expenditures/Encumbrances	0

## B. 2009-10 TUPE Carryover Calculation

2007-08 unspent TUPE funds*	
6. (if line 5 is less than line 3, this is line 3 - line 5) (if line 5 is greater than or equal to line 3, this is "0")	0
7. 2008-09 TUPE carryover funds	0
8. 2009-10 TUPE carryover funds	N/A
9. Percent (%) of 2009-10 entitlement to be carried into 2010-11 (line 7 plus line 8 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	N/A

## C. TUPE Carryover Request Justification

1. Explanation of why these funds could not be spent during the 2009-10 fiscal year. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2009-10 TUPE entitlement.)

Note:

This section is not applicable in the 2010-11 ConApp

2. Description of how these carryover funds will be used to implement TUPE in the 2010-11 fiscal year.

Note:

This section is not applicable in the 2010-11 ConApp

\*These funds reverted 6/30/10. CDE will bill the LEA for these funds.



# 2010-11 Consolidation of ESEA Administrative Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To declare the agency's intent to consolidate ESEA administrative funds and identify what programs will be included in the consolidation.	<b>Agency:</b> <div style="text-align: center; font-weight: bold;">Center Joint Unified</div>								
	<b>CD code:</b>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">7</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">9</td> <td style="width: 12.5%;">7</td> <td style="width: 12.5%;">3</td> </tr> </table>	3	4	7	3	9	7	3
3	4	7	3	9	7	3			
<b>CDE Contact:</b> Julie Brucklacher 916-327-0858 JBruckla@cde.ca.gov	<input type="checkbox"/> This page is not applicable because the LEA did not participate in any of the listed programs.								

**Notes:**

1. Section 9203 of the Elementary and Secondary Education Act of 1965, as amended by the NCLB Act of 2001, allows an LEA to consolidate, for the administration of one or more programs under ESEA (or such other programs as the U.S. Secretary of Education shall designate), not more than the percentage, established in each program, of the total available for the LEA under those programs.
2. Refer to the instructions for the maximum amount of administrative funds from the different ESEA titles that may be consolidated.
3. An LEA that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year (ESEA Sec. 9203(c)).
4. Pooled costs may be treated as one cost objective. An LEA is not required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation (ESEA Sec. 9203(e)).
5. CDE approval to consolidate administrative funds is valid only for the fiscal year requested.

The programs for which this agency is requesting to consolidate administrative funds are indicated by a check in the "YES" box below.

SACS Code	Programs	Yes	No
3010, 3011	Title I, Part A (Basic Programs)		X
3060	Title I, Part C (Migrant Education)		X
3025, 3026	Title I, Part D (Neglected and Delinquent Children)		X
4035	Title II, Part A (Teacher Training and Recruiting)		X
4036	Title II, Part A (Principal Training and Recruiting)		X
4045, 4047	Title II, Part D (Enhancing Education Through Technology)		X
4201	Title III (Immigrant Students)		X
4203	Title III (LEP Students)		X
3710	Title IV, Part A (Safe and Drug-Free Schools and Communities)		X
4124	Title IV, Part B (21st Century Community Learning Centers)		X



# October 2010 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education

Consolidated Application

<b>Purpose:</b> To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2011-12 ConApp.				<b>Agency:</b> Center Joint Unified							
				CD code:	3	4	7	3	9	7	3
<b>CDE Contact: 916-323-8068    frpminfo@cde.ca.gov</b>											

A		B	C	D	E	F
Name of School School Code      Charter School Number		Lowest Grade Served	Highest Grade Served	Enrolled	Eligible for Free Meals*	Eligible for Reduced- Price Meals*
Global Youth Charter High 0106377                      0617		09	12	88	47	8
Wilson C. Riles Middle 0108621		06	08	1,126	498	155
Center High 3430378		09	12	1,375	475	142
McClellan High (Continuation) 3430451		09	12	119	50	8
Antelope View Charter 3430816                      0344		06	12	158	66	18
Arthur S. Dudley Elementary 6032908		KK	05	669	270	98
Cyril Spinelli Elementary 6032924		KK	05	348	223	46
Oak Hill Elementary 6107734		KK	05	762	279	78
North Country Elementary 6108948		KK	05	516	266	67

\*Eligibility tables can be found at <http://www.cde.ca.gov/ls/nv/sn/eligmaterials.asp>



# 2010-11 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

<b>Purpose:</b> To maintain a complete listing of contact information for each district.	<b>Agency:</b> Center Joint Unified							
	<b>CD code:</b> <table border="1" style="display: inline-table; text-align: center; width: 100%;"> <tr> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">7</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">9</td> <td style="width: 12.5%;">7</td> <td style="width: 12.5%;">3</td> </tr> </table>	3	4	7	3	9	7	3
3	4	7	3	9	7	3		
<b>CDE Contact:</b> Linda Parker 916-319-0297 LParker@cde.ca.gov								

<b>Consolidated Application</b>	Name	Title	Salutation
	George Tigner	Chief Administrative Officer	Mr.
	Phone	FAX	E-mail
	(916) 338-6413 Ext.	(916) 338-6322	gtigner@centerusd.org

<b>Title I, Part A</b>	Name	Title	Salutation
	George Tigner	Chief Administrative Officer	Mr.
<input type="checkbox"/> Contact is N/A	Phone	FAX	E-mail
	(916) 338-6413 Ext.	(916) 338-6322	gtigner@centerusd.org

<b>Title I, D, Neglected or Delinquent</b>	Name	Title	Salutation
<input checked="" type="checkbox"/> Contact is N/A	Phone	FAX	E-mail
	( ) - Ext.	( ) -	

<b>Parent/Family Involvement</b>	Name	Title	Salutation
	Tami JBeily	Categorical Program Specialist	Ms.
<input type="checkbox"/> Contact is N/A	Phone	FAX	E-mail
	(916) 338-7581 Ext.	(916) 338-6322	tjbeily@centerusd.org

<b>Title II, Part A (Teacher Quality)</b>	Name	Title	Salutation
	George Tigner	Chief Administrative Officer	Mr.
<input type="checkbox"/> Contact is N/A	Phone	FAX	E-mail
	(916) 338-6413 Ext.	(916) 338-6322	gtigner@centerusd.org

<b>Title III, Part A (LEP/Immigrant)</b>	Name	Title	Salutation
	George Tigner	Chief Administrative Officer	Mr.
<input type="checkbox"/> Contact is N/A	Phone	FAX	E-mail
	(916) 338-6413 Ext.	(916) 338-6322	gtigner@centerusd.org



# 2010-11 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

<b>Purpose:</b> To maintain a complete listing of contact information for each district.		<b>Agency:</b> Center Joint Unified							
<b>CDE Contact:</b> Linda Parker 916-319-0297 LParker@cde.ca.gov		<b>CD code:</b>	3	4	7	3	9	7	3

<b>Title IV (SDFSC)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Name</b> George Tigner                 </div> <div style="width: 45%;"> <b>Title</b> Chief Administrative Officer                 </div> </div>	<b>Salutation</b> Mr.
<input type="checkbox"/> Contact is N/A	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Phone</b> (916) 338-6413 Ext.                 </div> <div style="width: 45%;"> <b>FAX</b> (916) 338-6322                 </div> </div>	<b>E-mail</b> gtigner@centerusd.org

<b>Title I, Part A, Supplemental Ed. Services</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Name</b> George Tigner                 </div> <div style="width: 45%;"> <b>Title</b> Chief Administrative Officer                 </div> </div>	<b>Salutation</b> Mr.
<input type="checkbox"/> Contact is N/A	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Phone</b> (916) 338-6413 Ext.                 </div> <div style="width: 45%;"> <b>FAX</b> (916) 338-6422                 </div> </div>	<b>E-mail</b> gtigner@centerusd.org

<b>Foster Youth Education Liaison</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Name</b> Alyson Collier                 </div> <div style="width: 45%;"> <b>Title</b> Homeless Liason                 </div> </div>	<b>Salutation</b>
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Phone</b> (916) 338-6387 Ext.                 </div> <div style="width: 45%;"> <b>FAX</b> ( ) -                 </div> </div>	<b>E-mail</b> acollier@centerusd.org

<b>Homeless Liaison</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Name</b> Alyson Collier                 </div> <div style="width: 45%;"> <b>Title</b> Homeless Liason                 </div> </div>	<b>Salutation</b>
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Phone</b> (916) 338-6387 Ext.                 </div> <div style="width: 45%;"> <b>FAX</b> ( ) -                 </div> </div>	<b>E-mail</b> acollier@centerusd.org

<b>Rural Education Achievement Program (REAP)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Name</b> </div> <div style="width: 45%;"> <b>Title</b> </div> </div>	<b>Salutation</b>
<input checked="" type="checkbox"/> Contact is N/A	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Phone</b> ( ) - Ext.                 </div> <div style="width: 45%;"> <b>FAX</b> ( ) -                 </div> </div>	<b>E-mail</b>

<b>School Safety &amp; Violence Prevention AB 1113, 1999</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Name</b> George Tigner                 </div> <div style="width: 45%;"> <b>Title</b> Chief Administrative Officer                 </div> </div>	<b>Salutation</b> Mr.
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Phone</b> (916) 338-6413 Ext.                 </div> <div style="width: 45%;"> <b>FAX</b> (916) 338-6322                 </div> </div>	<b>E-mail</b> gtigner@centerusd.org



*Center Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** February 4, 2010

**Action Item   X**

**To: Board of Trustees**

**Information Item** \_\_\_\_\_

**From: Joyce Frisch, Principal**

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

Principal's Initials: \_\_\_\_\_

**SUBJECT:**

Wilson C. Riles Middle School is requesting Board approval for our Single Plan for Student Achievement. This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. The Single Plan for Student Achievement was approved by our School Site Council on February 9, 2011.

### RECOMMENDATION:

**Approve Wilson C. Riles 2010-2011 Single Plan for Student Achievement.**



# The Single Plan for Student Achievement

Wilson C. Riles Middle School

34739730108621

CDS Code

Date of this revision: February 2, 2011

**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: Joyce Frisch**

**Position: Principal**

**Telephone Number: (916) 787-8100**

**Address: 4747 PFE Road, Roseville, CA 95747**

**E-mail Address: [joyce@centerusd.org](mailto:joyce@centerusd.org)**

**Center Unified School District  
The District Governing Board approved this revision of the School Plan on  
February 16, 2011**



## **List of Contents**

**School Mission, Motto, and Profile**

**Planned Improvements in Student Performance**

**Programs Included In This Plan**

**School Site Council Membership**

**Recommendations and Assurances**

**Programs Funded Through Consolidated Application**

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**California Standardized Testing & Reporting (STAR) 2010 Data**

**California English Language Development (CELDT) 2010 Data**

**2008-09 California Physical Fitness Report Summary of Results**

**Demographic/Gender Data Summary**

**Analysis of Current Instructional Program**

**Outline of Sample Bylaws**

**Use of Resources**

**Acronyms and Specialized Terms**

**School Parental Involvement Policy**



## **School Vision and Mission**

### **School Mission:**

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

### **School Motto:**

Success, the only option!

### **School Profile**

Wilson C. Riles Middle School is a 6<sup>th</sup>-8<sup>th</sup> grade middle school that has been open for six years and is located in Roseville, California. The city of Roseville is in a rapidly growing area of the western portion of Placer County. Riles currently serves over 1,100 students and has the potential for growth of up to 1,400. Our students come from various cultural heritages and backgrounds.

Based on Riles' mission statement and on the belief that all children can learn, the staff ensures that every student at Riles Middle School will engage in an academic course consistent with the California Standards focusing on high expectations for student performance in a supportive environment. Wilson C. Riles has a Gifted and Talented (GATE) Academy, Honors courses, and is an AVID (Advancement Via Individual Determination) National Site Demonstration School. Through these programs, students receive differentiated instruction, support, and enrichment. Students receive academic intervention and enrichment through our After School Academic Support Program (ASAP) and tutoring by individual teachers.

Riles Middle School students are treated with dignity while being held to the highest behavioral standards. Rules and expectations are clearly communicated and are based on individual respect and safety considerations. Our School-Wide Positive Behavior Support Plan (SWPBS) was adopted during the 2009-2010 school year and is followed by students and staff members.

Students who follow our SWPBS Plan receive positive reinforcement through a weekly Husky Paws Applause drawing, reward activities, and a semester celebration. Life Skills, a prevention program, is taught in all subject areas. School programs are in place to build a sense of community at Riles. Students may participate in after school athletics, band and choir, Club Live, WEB, drama, cooking club, student council, conflict mediation, tutoring and homework clubs, chess club, intramural sports, and spirit rallies.



### **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:**

Wilson C. Riles Middle School will increase the Academic Performance Index (API) by a minimum of five points.

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

All students in grades six through eight will contribute to earning a school Academic Performance Index of five points higher than last year's.

#### **Anticipated annual performance growth for each group:**

For the 2010 STAR tests, Riles students score an API of 762. The goal is to improve that number by a minimum of five points or a minimum API of 767.

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

Progress will be monitored by teacher observation, curriculum assessments, and classroom performance tasks. Data from STAR reports, Accelerated Reader, and site goal assessments will be utilized.

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

Data will be collected for grades six through eight. The data will include student performance on curriculum assessments, STAR and AR reports.

#### **Actions to be taken to reach Goals 1 and 2 from August, 2010 – May, 2011:**

1. Students that scored at the "basic" and below levels as indicated by the annual CST's, site measures, progress reports, and/or teacher observation will be identified.
2. Math teachers will review student performance and progress utilizing data and information from classroom assessments and CST reports.
3. Time allowed for on-going teacher collaboration focused on implementing effective instructional programs and teaching strategies that address all student learning needs.
4. AVID methodologies used school-wide.
5. Response to Intervention will be utilized with target groups of students. Teachers will identify and re-teach and re-assess key standards to students.



6. Riles staff and students will have the materials needed for instruction and practice of grade level standards.
7. Computer technician will service computer hardware and software.
8. Regular school/parent communication regarding student progress and performance through progress reports, Homelink, team meetings, SST meetings, teacher meetings and paperwork sent home.

<b>Proposed expenditures, estimated cost and funding sources:</b>
---

1. Two Title One Math Intervention Teacher positions funded through Title One funds at \$107, 687.
2. Computer technician position funded through SLIP and Title One funds at \$50,528.76.
3. Meetings are planned before and after school or on agreed upon times by teams of teachers to alleviate the need for substitute teachers.
4. Computer software, library books and resources, Study Island Math Intervention Program, and Accelerated Reader materials funded with SLIP and Title One funds, at approximately \$25,000 a year.
5. Materials for students and copies from the Xerox Copy Center are paid for with Title One funds, approximately \$9,000.00 for the year.
6. Two computer labs- upkeep funded by Title One funds.
7. Substitutes needed for teacher collaboration are \$125/day and are paid for with Title One funds.
8. Three SST coordinators are paid with Title One funds totaling \$3,075.
9. One counselor paid with Title One funds totaling \$55,009.



**SCHOOL GOAL #2:**

All Riles Middle School student subgroups will make Adequate Yearly Progress (AYP) towards grade level proficiency in Mathematics as determined by the California Department of Education.

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

All students in grades six through eight that scored below the Proficiency level in CST Mathematics.

**Anticipated annual performance growth for each group:**

All statistically significant subgroups of students will meet AYP in Mathematics as determined by the CDE. The minimum proficiency percentage is 58% for Mathematics.

**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 site goal assessments will be utilized.

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

Data will be collected for grades six through eight. The data will include student performance on curriculum assessments and CST results.

**Actions to be taken to reach Goals 1 and 2 from August, 2010 – May, 2011:**

1. Students that scored at the "basic" and below levels as indicated by the annual CST Mathematics will be identified.
2. School staff will review student performance and progress utilizing data and information from classroom assessments, CST reports, and information from SST forms, 504 Plans, ELD data, and IEP information.
3. Time allowed for on-going math teacher collaboration focused on implementing effective instructional programs, curriculum fidelity and assessment strategies to meet the needs of all learners.
4. AVID methodologies used school-wide.
5. Response to Intervention will be utilized with target groups of students. Title One Math Teachers will work with identified students through pull-out and push-in programs.
6. Teachers will identify and re-teach and re-assess key standards to students.
7. Riles staff and students will have the materials needed for instruction and practice of grade level standards.
8. Computer technician will service computer hardware and software.



9. Regular school- parent communication regarding student progress and performance through progress reports, Homelink, team meetings, SST meetings, teacher meetings and paperwork sent home.

<b>Proposed expenditures, estimated cost and funding sources:</b>
---

1. Two Title One Math Intervention Teacher positions funded through Title One funds at \$107,687.
2. Computer technician position funded through SLIP and Title One funds at \$50,528.76
3. Meetings are planned before and after school or on agreed upon times by teams of teachers to alleviate the need for substitute teachers.
4. Appropriate intervention software, including Study Island, will be researched and purchased and used in our math intervention program.
5. Pacent CST review mathematics purchased at \$3,000 for all 6<sup>th</sup> grade students and identified 8<sup>th</sup> grade students.
6. Materials for students and copies from the Xerox Copy Center are paid for with Title One funds, at approximately \$9,000.00 a year.
7. Substitutes needed for teacher collaboration are \$125/day and are paid for with Title One, SLIP or general site funds.
8. Three SST coordinators are paid with Title One funds totaling \$3,075.
9. One counselor paid with Title One funds totaling \$55,009.



### Form C: Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$ 0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$ 0
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 40,404 (s)
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$ 0
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$ 0
<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.	\$ 36,998 (s)
<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"/> Gifted and Talented Education	\$ 34,417 (d)
<input checked="" type="checkbox"/> Lottery	\$ 15,262 (s)
Total amount of state categorical funds allocated to this school	\$ 92,664 (s) \$ 261,661 (d)



Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0
X	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 346,616 (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)
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 0
<input 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	\$ 0
<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
<input type="checkbox"/>	Other Federal Funds (list and describe <sup>1</sup> )	\$ 0
Total amount of federal categorical funds allocated to this school		\$ 346,616 (s) \$ 183,575 (d)
Total amount of state and federal categorical funds allocated to this school		\$ 439,280 (s) \$ 445,236 (d)

<sup>1</sup> For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.



## 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 through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Joyce Duplissea	X				
Ron Baioni			X		
David French			X		
Christine Rebello				X	
Delrae Pope				X	
Erik Diab				X	
Annelies Verhagen		X			
Edward Graef		X			
Victoria Orsi					X
Teresa Kaneyuki					X
Number of members for each category					
	1	2	2	3	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:

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

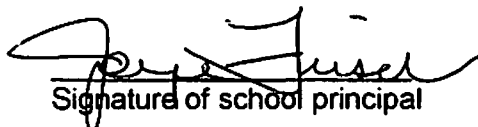
☐ Gifted and Talented Education Program Advisory Committee

☐ Other

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: February 9, 2011.


Attested:

Joyce Frisch  
Typed name of school principal

  
Signature of school principal

2-3-11  
Date

Christine Rebello  
Typed name of SSC chairperson

  
Signature of SSC chairperson

2/3/11  
Date



## **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



**Chart of Requirements for *The Single Plan for Student Achievement***

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

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



REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools**	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
SSC developed plan and expenditures	EC 64001(a)	X	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	X
	EC 35294.2(e)														
Governing board approves SPSA	EC 64001(h)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	EC 52055.630(b)														
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														
<b>III. Funding</b>															
Plan includes proposed expenditures to improve academic performance	EC 64001(g) EC 52853 EC 52054 20 USC 6316(b)(3) 20 USC 6315(c) 20 USC 6314(b)(2)(A) 5 CCR 3947(b)	X X	X X	X X	X X	X X	X X		X	X	X	X X			
Describe centralized services expenditures		X	X												
<b>IV. Standards, Assessment, and Accountability</b>															
Comprehensive assessment and analysis of data	EC 64001(f) EC 52055.620(a)(1) - (3) EC 52054 20 USC 7115(a)(1)(A) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X X	X	X	X	X	X			
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X	X	X			



REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools "	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		
<b>V. Staffing and Professional Development</b>															
Provide staff development	EC 52853 EC 52055.625(d)(1)(B),(C) EC 32228(b)(2) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(F) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X		X				X	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							
<b>VI. Opportunity &amp; Equal Educational Access</b>															
Describe instruction for at-risk students	EC 52853	X	X	X	X	X						X			
Describe the help for students to meet state standards	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	X	X	X	X	X	X		X	X	X	X			
Describe auxiliary services for at-risk	EC 52853	X	X	X	X	X						X			



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



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												



## **School and Student Performance Data Forms**

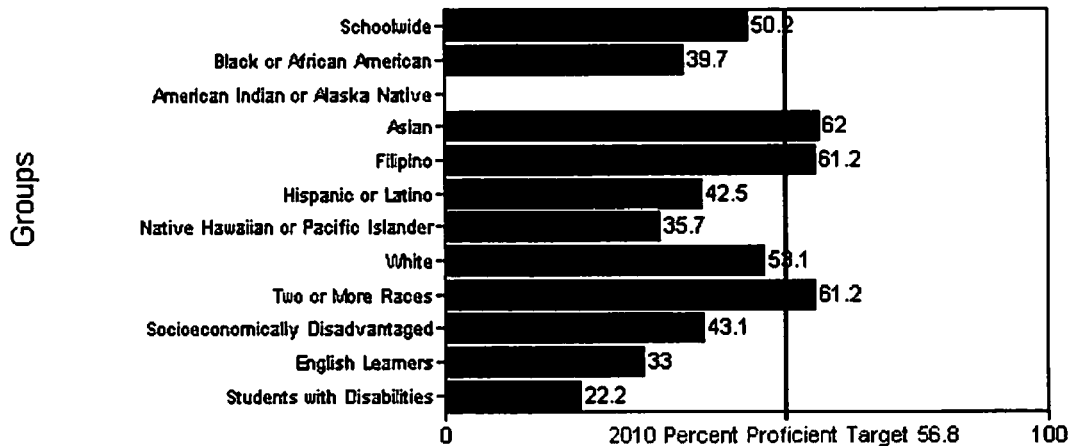
- a) Federal Accountability: 2010 Adequate Yearly Progress (AYP)
- b) Federal Accountability: 2010 Annual Measurable Objectives
- c) California Standardized Testing & Reporting 2010 (STAR)
- d) California English Language Development (CELDT) 2010
- e) California Physical Fitness Report Summary of Results 2008-2009
- f) Demographic/Gender Data Summary



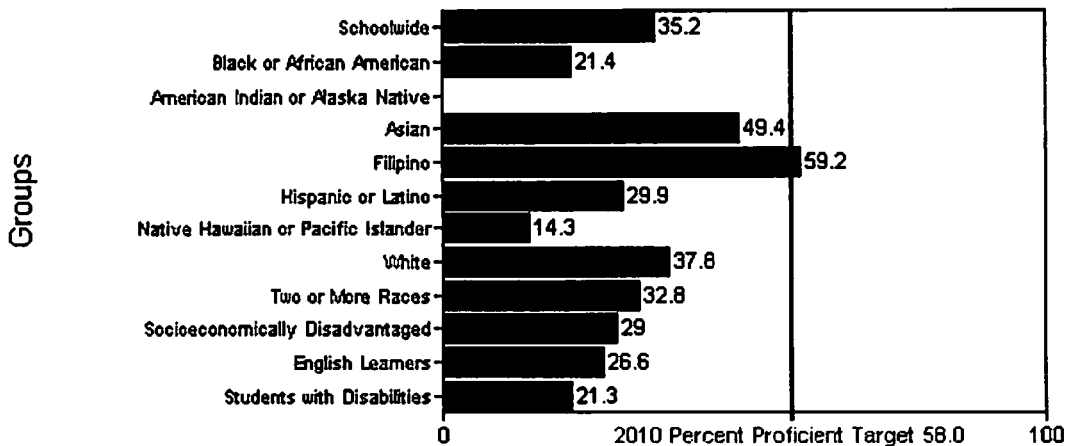
# **Federal Accountability: 2010 Adequate Yearly Progress (AYP) Riles Middle School**

<u>Met AYP Criteria:</u>	<b>English-Language Arts</b>	<b>Mathematics</b>
<u>Participation Rate</u>	Yes	Yes
<u>Percent Proficient</u>	No	No
<u>Academic Performance Index (API)</u>		Yes
<u>- Additional Indicator for AYP</u>		
<u>Graduation Rate</u>		N/A

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



**Mathematics - Percent At or Above Proficient**



## **Conclusions indicated by the data:**

1. Asian, Filipino, and Two or More Races had students score proficient or advanced and meet the target in English/Language Arts with 61.2 -62.0% scoring Proficient or Advanced.
2. Filipino students met the target goal in mathematics with 59.2% scoring Proficient or Advanced.



**Federal Accountability: 2010 Annual Measurable Objectives (AMOs)  
Riles Middle School**

**Academic Performance Index (API) - Additional Indicator for AYP**

<u>2009 Base API</u>	<u>2010 Growth API</u>	<u>2009-10 Growth</u>	<u>Met 2010 API Criteria</u>
757	762	5	Yes

**2010 API Criteria for meeting federal AYP:** A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

**Percent Proficient - Annual Measurable Objectives (AMOs)**

<u>GROUPS</u>	English-Language Arts Target 56.8 % <u>Met all percent proficient rate criteria? No</u>				Mathematics Target 58.0 % <u>Met all percent proficient rate criteria? No</u>			
	<u>Valid</u>	<u>Number</u>	<u>Percent</u>	<u>Met</u>	<u>Valid</u>	<u>Number</u>	<u>Percent</u>	<u>Met</u>
	<u>Scores</u>	<u>At or</u>	<u>At or</u>	<u>2010</u>	<u>Scores</u>	<u>At or</u>	<u>At or</u>	<u>2010</u>
		<u>Above</u>	<u>Above</u>	<u>AYP</u>		<u>Above</u>	<u>Above</u>	<u>AYP</u>
		<u>Proficient</u>	<u>Proficient</u>	<u>Criteria</u>		<u>Proficient</u>	<u>Proficient</u>	<u>Criteria</u>
<b>Schoolwide</b>	1094	549	50.2	No	1087	383	35.2	No
Black or African American	141	56	39.7	No	140	30	21.4	No
American Indian or Alaska Native	9	--	--	--	9	--	--	--
Asian	79	49	62.0	--	79	39	49.4	--
Filipino	49	30	61.2	--	49	29	59.2	--
Hispanic or Latino	233	99	42.5	No	231	69	29.9	No
Native Hawaiian or Pacific Islander	14	5	35.7	--	14	2	14.3	--
White	488	259	53.1	No	484	183	37.8	No
Two or More Races	67	41	61.2	--	67	22	32.8	--
Socioeconomically Disadvantaged	590	254	43.1	No	590	171	29.0	No
English Learners	215	71	33.0	Yes	214	57	26.6	No
Students with Disabilities	144	32	22.2	No	136	29	21.3	No

**Conclusions indicated by the data:**

1. Riles Middle School met the AYP growth target with an increase of 5 points on the API from 757 to 762.
2. Only one statistically significant subgroup, English Learners, met the AYP criteria for E/LA.
3. Black or African American, American Indian or Alaska Native, Hispanic or Latino, and White subgroups did not meet the AYP criteria for E/LA or Mathematics, although the percent at or above proficient is higher for E/LA (English/Language Arts).
4. Riles did not meet AYP criteria for our Socioeconomically Disadvantaged students in E/LA or Mathematics, although the percent at or above proficient is higher for E/LA.



# California Standardized Testing and Reporting (STAR)

Riles (Wilson C.) Middle School

All Students

2009-2010

## CST English-Language Arts

Result Type					6	7	8			
Students Tested					325	341	373			
% of Enrollment					89.5 %	88.3 %	90.3 %			
Students with Scores					325	341	372			
Mean Scale Score					353.8	350.3	349.9			
% Advanced					19 %	13 %	19 %			
% Proficient					34 %	40 %	31 %			
% Basic					31 %	35 %	34 %			
% Below Basic					12 %	10 %	10 %			
% Far Below Basic					4 %	3 %	5 %			

## CST Mathematics

Result Type					6	7	8			
Students Tested					325	309				
% of Enrollment					89.5 %	80.1 %				
Students with Scores					325	309				
Mean Scale Score					340.3	330.4				
% Advanced					14 %	4 %				
% Proficient					22 %	28 %				
% Basic					35 %	42 %				
% Below Basic					24 %	21 %				
% Far Below Basic					4 %	5 %				

## CST General Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested							105			
% of Enrollment							25.4 %			
Students with Scores							105			
Mean Scale Score							288.6			
% Advanced							0 %			
% Proficient							12 %			
% Basic							27 %			
% Below Basic							34 %			
% Far Below Basic							27 %			



**CST Algebra I**

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested						33	294			
% of Enrollment						8.5 %	71.2 %			
Students with Scores						33	294			
Mean Scale Score						435.7	339.2			
% Advanced						45 %	9 %			
% Proficient						45 %	30 %			
% Basic						9 %	34 %			
% Below Basic						0 %	23 %			
% Far Below Basic						0 %	4 %			

**CST History - Social Science Grade 8**

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested							405			
% of Enrollment							98.1 %			
Students with Scores							405			
Mean Scale Score							343.2			
% Advanced							17 %			
% Proficient							26 %			
% Basic							35 %			
% Below Basic							10 %			
% Far Below Basic							11 %			

**CST Science - Grade 5, Grade 8, and Grade 10 Life Science**

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested							375			
% of Enrollment							90.8 %			
Students with Scores							375			
Mean Scale Score							383.2			
% Advanced							40 %			
% Proficient							27 %			
% Basic							19 %			
% Below Basic							8 %			
% Far Below Basic							6 %			

**Conclusions indicated by the data:**

1. An average of 52% of all students, grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>, scored Proficient or Advanced on CST E/LA.
2. An average of 34% of students in 6<sup>th</sup> and 7<sup>th</sup> grade scored Proficient or Advanced on CST Mathematics.
3. 90% of 7<sup>th</sup> graders and 39% of 8<sup>th</sup> graders that took the CST Algebra I scored Proficient or Advanced.
4. 43% of 8<sup>th</sup> graders scored Proficient or Advanced on CST History/S.S.
5. 67% of 8<sup>th</sup> graders scored Proficient or Advanced on CST Science.



**CELDT**  
**(California English Language Development Test)**  
**Annual Assessment - All Students**  
**2009-2010**

Grades	6	7	8	Total
Performance Level	Number and Percent of Students at Each Overall Performance Level			
Advanced	2 29.0%	2 13.0%	5 38.0%	9 26.0%
Early Advanced	4 57.0%	7 47.0%	1 8.0%	12 34.0%
Intermediate	1 14.0%	3 20.0%	4 31.0%	8 23.0%
Early Intermediate	0 0.0%	2 13.0%	1 8.0%	3 9.0%
Beginning	0 00%	1 7.0%	2 15.0%	3 9.0%
Number Tested	7 100.0%	15 100.0%	13 100.0%	35 100.0%
<b>Domain Mean Scale Scores</b>				
Listening	637.3	536.3	590.5	
Speaking	560.4	551.9	585.8	
Reading	589.1	579.5	553.0	
Writing	556.7	554.9	567.6	

**Conclusions indicated by the data:**

1. All 6<sup>th</sup> grade students scored Intermediate or higher on all subtests.
2. 7<sup>th</sup> grade have more students that scored Early Advanced than 6<sup>th</sup> or 8<sup>th</sup> grade.
3. 8<sup>th</sup> grade students have the most students scoring in the Advanced category.



## Riles Middle School

### 2008- 2009 California Physical Fitness Report Summary of Results

	Grade 7		
<u>Physical Fitness Area</u>	<b>Total Tested</b>	<b>% In HFZ*</b>	<b>% Not in HFZ*</b>
Aerobic Capacity	416	52.4	47.6
Body Composition	416	72.4	27.6
Abdominal Strength	416	71.4	28.6
Trunk Extensor Strength	416	64.7	35.3
Upper Body Strength	416	43.5	56.5
Flexibility	416	76.4	23.6
	<b>Grade 7</b>		
<b>Number of Physical Fitness Areas Meeting the Healthy Fitness Zone</b>	<b>Number</b>	<b>Percent</b>	<b>Cum. Percent</b>
6 of 6 fitness criteria	58	13.9	13.9
5 of 6 fitness criteria	102	24.5	38.5
4 of 6 fitness criteria	93	22.4	60.8
3 of 6 fitness criteria	76	18.3	79.1
2 of 6 fitness criteria	44	10.6	89.7
1 of 6 fitness criteria	38	9.1	98.8
0 of 6 fitness criteria	5	1.2	100.0
Total tested	416	100.0	

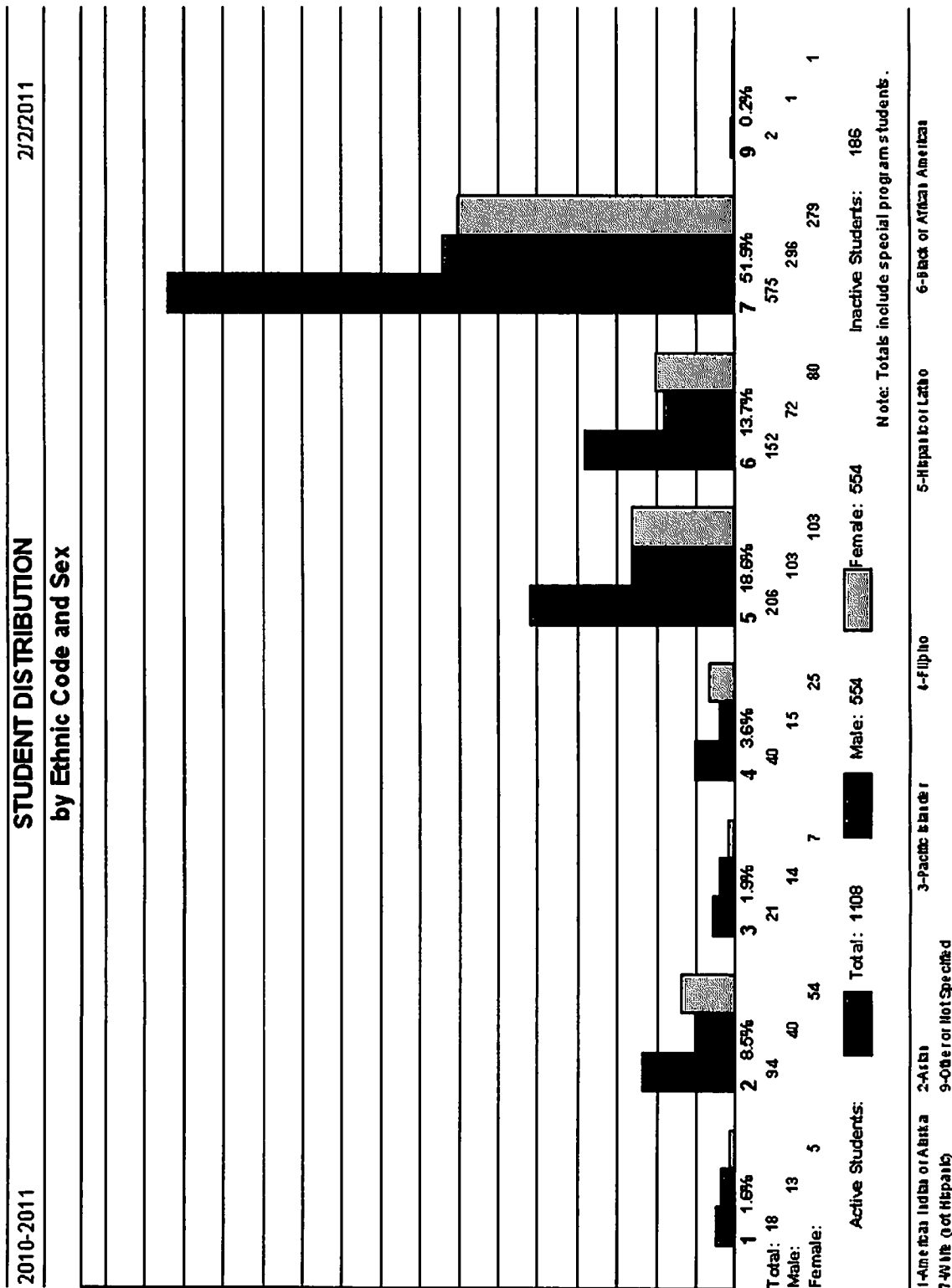
**\*Healthy Fitness Zone**

#### **Conclusions indicated by the data:**

4. 38.5% (160 students) are in the Healthy Fitness Zone = 5/6 or 6/6 fitness criteria.
5. 10.3% (43 students) passed one or zero tests.
6. The three strongest areas are Flexibility with 76.4% in HFZ, Body Composition with 72.4% in HFZ and Abdominal Strength with 71.4% in HFZ.
7. The weakest area is Upper Body Strength with 43.5% in HFZ.



# Wilson C Riles Middle School





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

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

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

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

### **Standards, Assessment, and Accountability**

- At Riles Middle School we use a variety of assessments to determine a student's needs. The following assessments are used: Accelerated Reader, STAR assessment, Fluency, Direct Writing Assessment (DWA), pre and post tests in all core subject areas, Fitnessgram, UC Davis Algebra Readiness Test, Accelerated Reader quizzes, CST tests, and curriculum benchmark assessments.

### **Staffing and Professional Development**

- Site offers as needed training in Fred Jones behavior management techniques. *Tools for Teaching* books and DVDs provided and/or available to all teachers.
- High Quality First Instruction 8-hour training provided by SCOE.
- One K-12 district academic coach provides teacher training.
- Computer training as needed provided for the following programs: Excel, Publisher, PowerPoint, Word, AERIES, e-mail and Internet usage.
- Teachers have the opportunity throughout the year to attend off-site conferences to learn new techniques to ensure all students reach the grade level standards and to enhance their classroom environment.
- Riles sends a team of teachers to the AVID Summer Institute training each year.
- Riles sends a team of teachers to CLMS Annual Conference each year.
- Weekly faculty, team, department and/or grade level meetings provide professional development and collaboration opportunities.
- New teachers participate in the BTSA program.
- Some district sponsored professional development opportunities are available to teachers & staff.

### **Teaching and Learning**

- District adopted textbooks and materials used in all subjects based on state and national standards.
- In 2009, English/Language Arts adopted the Prentice Hall Literature Program.



- In 2007, math adopted the MacMillan/McGraw-Hill Glencoe Program. This math program is approved by the state and is aligned to the standards.
- In 2006, social studies adopted the McDougal Littell program.
- In 2007, science adopted Prentice Hall as the textbook program.
- English learners are provided additional instruction using High Point.
- Teachers' daily lesson plans state the grade level standards being addressed in reading/language arts, science, math and social studies.

#### Opportunity and Equal Educational Access

- Teachers differentiate curriculum in accordance with 504 plans, the GATE Academy, and as needed to meet the needs of all students.
- Husky Academy Program provides small learning environment and differentiated instruction for identified academically at risk students.
- All state adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards.
- Two Title One teachers provide pull-out and strategic intervention courses to support students.
- We provide a breakfast and lunch program for our students, and offer free or reduced meals to families that qualify.
- Other services include: speech and pathology services, occupational therapy, special day class, resource class, ELD and special education instructional assistants, and counseling services.
- Our library houses over 13,000 books including 300 audio-visual materials.

#### Involvement

- We have one 0.8 FTE ELD teacher to address the needs of our English Language Learners.
- We have committees at the school (ELAC-English Language Advisory Committee) and District (DELAC-District English Language Advisory Committee) for our non-English speaking parents.
- We have on site translators in Spanish and Russian/Ukrainian to bridge the language barrier gap between our non-English speaking parents and the school.
- Student Study Team meetings and parent/teacher meetings are held as needed to address student needs.
- We have an active Parent Teacher Association to involve parents in the school.
- Student attendance is emphasized by the teaching staff, office staff, and administration by communicating with families when their child is absent, including an automated phone system and a personal call home from staff.



- Riles students have opportunities to participate in student leadership, conflict mediation, numerous after school clubs and our school athletic program.
- Parent support, participation and involvement are encouraged and welcomed at Riles.
- Americorps tutors work with students in grades 6-8.
- Parent coffee mornings are held monthly; they are facilitated by our counselors, a math teacher, and the principal.

### Funding

- We provide an intervention program, ASAP (After School Academic Support Program), for students at risk of retention. Students at risk stay after school to develop skills needed to meet the grade level standards.
- Two Title One math teachers work with students who are not working at grade level on the grade level standards in the math curriculum.
- We offer homework and tutoring clubs after school and many classrooms are open and available for additional tutoring before school and during lunch.
- SLIP and Title One funds are used to fund the 1.0 FTE computer technician.
- Classrooms have approximately 2 - 4 computers for student use throughout the day. Students have Internet access for research projects.
- Two full computer labs are open daily.
- All classrooms have supplemental materials in the core curriculum for student use.



## **Riles Middle School Site Council Bylaws**

### **Article I      NAME**

The name of this committee shall be the Riles 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 Riles 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.

**Section 4. Site Council vacancies** will be posted at Open House. All parent or community members shall be elected by ballot, which will be available to all families with students attending Riles 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 Riles 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.** Riles 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 March meeting.

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

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

**Section 4.** Notice of meetings. All meetings shall have the agenda posted on the school grounds at least 72 hours before the meeting. The



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

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

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

#### **Article VI AMENDMENT**

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

#### **Article VII DUTIES of the OFFICERS**

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

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

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

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

#### **Article VIII ELECTION of OFFICERS**

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



Section 2. No member shall hold the same office more than two years in succession.

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.



## **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.



## Acronyms and Specialized Terms

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

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



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



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



## **Wilson C. Riles Middle School School Parental Involvement Policy**

***NOTE: 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**

Wilson C. Riles Middle School agrees to implement the following statutory requirements:

- The school will jointly develop with parents and distribute to parents of participating children, a School Parental Involvement Policy.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distribute the policy in language 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, including 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. Wilson C. Riles Middle 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 way under section 1118(b) of the ESEA:
  - Notify parents in advance of the meetings to change the School Parental Involvement Policy.
2. Wilson C. Riles Middle 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 the beginning of the school year.
  - Distribute the School Compact to students during the first week of school.
  - These two documents will be given to new, enrolling students throughout the school year.
  - These two documents will be available on Wilson C. Riles' website under the Document Center tab.
  - Ongoing communication through the website, e-mail updates, and home phone dialer.
3. Wilson C. Riles Middle School will periodically update 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. Wilson C. Riles Middle School will convene an annual meeting to inform parents of the following:
  - That their child's school participates in Title I;
  - About the requirements and program components of Title I;
  - Of their rights to be involved in their child's education within Title I.



5. Wilson C. Riles Middle School will provide timely information about Title I programs to parents of participating children:
  - A Title I parent meeting will be planned early in the year.
6. Wilson C. Riles Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, academic assessment tools 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.
  - Promotion/Retention requirements are published in the parent/student handbook.
  - Parents will receive notification that their student may be at risk of retention at the Quarter and Semester grading periods.
7. Wilson C. Riles Middle 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. Wilson C. Riles Middle 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/student handbook.
  - PTA actively recruits parents during family nights and Back to School night.
  - School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings are published in advance via email, website and/or phone call.
2. Wilson C. Riles Middle School will incorporate the school-parent compact as a component of the School Parental Involvement Policy.
3. Wilson C. Riles Middle School will, with the assistance of the District provide assistance to parents of children served by the school in understanding the following topics:
  - The state's academic content standards



- The state's academic achievement standards
  - State and local academic assessments including alternative assessments
  - The requirements of Title I
  - Monitoring student academic progress
  - Using the school website as a resource for parents
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 literary fluency and comprehension, math skills and using technology, as appropriate to foster parental involvement by:
- Inviting parents who request assistance to meet with administrators, counselors, and/or teachers to go over materials and expectations.
  - Inviting parents to observe lessons in the classroom and/or tutoring sessions.
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, by:
- Sending out an annual parent survey regarding curriculum and school wide programs.
  - Asking for and encouraging ideas and input during SSC, ELAC and PTA meetings.
  - Keeping parents informed about events via email, website and automatic phone dialer.
6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Healthy Start, the Sacramento County Office of Education, and other programs appropriate to specific requests or concerns.

#### **PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

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



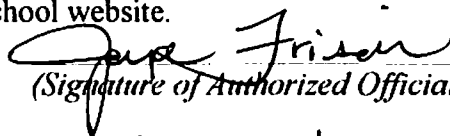
their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Invite parents to staff development training for teachers and other educators to encourage input and opinion on the effectiveness of that training.
- Encourage parents through formal and informal means to participate in school-related meetings and training sessions.
- Train parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conduct phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopt and implement model approaches to improve parental involvement.
- Establish a district wide (SSC if school wide only) parent advisory council to provide input on all matters related to parental involvement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

\* \* \* \* \*

#### **PART V. ADOPTION**

This policy was adopted by Wilson C. Riles Middle School on February 9, 2011 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on this date. It will be made available to the local community in The Single Plan for School Achievement. Wilson C. Riles Middle School's notification to parents of this policy will be made available in the Riles parent/student handbook and the school website.

  
(Signature of Authorized Official)

2-9-11  
(Date)



## Center Joint Unified School District

### AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: February 16, 2011

Action Item   X  

To: Board of Trustees

Information Item

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

# Attached Pages

### SUBJECT: School Accountability Report Cards

Please ratify the following School Accountability Report Cards (SARCs) reported for the 2009/10 school year, published during the 2010/11 school year.

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

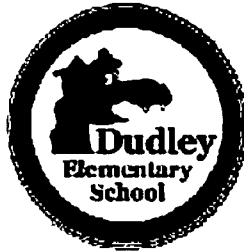
**RECOMMENDATION:** CJUSD Board of Trustees to ratify 2009/10 School Accountability Report Cards (SARCs) in the 2010/11 school year.

**CONSENT AGENDA**



# Center Joint Unified School District Dudley Elementary School

Grades K through 5  
Lisa Coronado, Principal



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

## 2009-10 School Accountability Report Card *Published January 2011*

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

Website Address  
[www.centerusd.org](http://www.centerusd.org)

### 2010-11 Board of Trustees

Nancy Anderson  
Matthew Friedman  
Jeremy Hunt  
Kelly Kelley  
Donald Wilson

### District Administration

Scott Loehr  
Superintendent  
  
Craig Deason  
Assistant Superintendent  
  
George Tigner  
Chief Administrative Officer  
  
Jeanne Bess  
Director of Fiscal Services

### Contents

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

## Principal's Message

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

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

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

## Mission Statement

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

## School Profile

Dudley Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through five following a modified traditional calendar. At the beginning of the 2009-10 school year, 664 students were enrolled, including 12% in special education, 13% qualifying for English Language Learner support, and 59% qualifying for free or reduced price lunch. Dudley Elementary School achieved a 2010 Academic Performance Index (API) score of 842.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	13.55 %	Kindergarten	118
Amer. Indian or Alaskan Native	1.20 %	Grade 1	114
Asian	9.64 %	Grade 2	104
Filipino	1.66 %	Grade 3	109
Hisp. or Latino	21.54 %	Grade 4	110
Pacific Islander	1.05 %	Grade 5	109
Caucasian	49.10 %		
Multi-Racial	2.26 %		
Total Enrollment			664



# Student Achievement

## 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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Dudley Elementary School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	51	63	61	48	52	55	46	50	52
Math	58	66	67	47	49	48	43	46	48
Science	36	37	55	48	48	60	46	50	54
Social Science	0	0		36	41	45	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Dudley Elementary School							
	African-Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	53	*	63	63	*	56	*	*
Math	59	*	74	72	*	66	*	*
Science	*	*	67	51	*	58	*	*
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	CJUSD	Dudley Elementary School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	55		54	69	34	56	*	
Math	48		66	69	60	63	*	
Science	60		54	56	*	54	*	
Social Science	45							

## Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness test results were not available at the time of production of this report.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
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			
	2007	2008	2009
Statewide Rank	7	6	7
Similar Schools Rank	7	3	8

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



Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	-17	47	9
<b>Ethnic Subgroups</b>			
African-Amer.	•	20	•
Amer. Indian or Alaskan Native	•	•	•
Asian	•	•	•
Filipino	•	•	•
Hisp. or Latino	•	•	20
Multi-Racial	N/A	N/A	•
Pacific Islander	•	•	•
Caucasian	-33	55	4
<b>Other Subgroups</b>			
Students with Disabilities	•	•	•
Economically Disadvantaged	4	42	32
English Learners	•	•	-2

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino	828	760	715
Pacific Islander			754
Caucasian	852	801	838
Multi-Racial		781	807
Economically Disadvantaged	824	760	610
English Learners	825	749	691
Students with Disabilities		600	580
All Students	842	786	767

### 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 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for English/Language Arts and 58% 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 680 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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	DES	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

### 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 2009-10, Dudley Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status		
	DES	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 email, progress reports, the school marquee, school newsletters, the school website, and an automated telephone message system. Contact the school office at (916) 338-6470 for more information on how to become involved in your child's learning environment.



### Opportunities to Volunteer

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

### Committees

English Learner Advisory Council  
Parent Teacher Association  
School Site Council

### School Activities

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

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Dudley Elementary School's original facilities were built in 1959. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 2 years, the following improvements have been completed:

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

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

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

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

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

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

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

### Deferred Maintenance

Dudley Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Dudley Elementary School received \$14,816 in deferred maintenance funds for the repair and/or maintenance of:

- Heating/Air Conditioning Systems

### Facilities Inspection

The district's maintenance department inspects Dudley Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Dudley Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, October 18, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Monday, October 18, 2010			
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 office window has bb hole; cafeteria upper window has bb hole; Rm 10 window has bb holes; Rm A6 cracked window. Rm 8 hole in window over door; Rm C3 upper 2 windows have bb holes; Rm C4 upper 2 windows have bb holes.
(4)	Rm C3 ceiling tiles broken; Rm C4 ceiling tiles broken.
(6)	Cafeteria plaster broken under sink; Rm T3 new siding needs paint; playground & fields asphalt has cracks.
(13)	Plywood on playground wall deteriorating.

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

#### Rating Description

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

### Campus Supervision

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

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

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Dudley Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2010.

## Classroom Environment

### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	DES		
	07-08	08-09	09-10
Suspensions (#)	125	90	39
Suspensions (%)	17.36 %	13.12 %	5.87 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	227	179	116
Suspensions (%)	9.80 %	7.97 %	5.20 %
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.			

### Class Size

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

Class Size Distribution Self-Contained Classes				
Grade	Avg. Class Size	2007-08		
		Number of Classrooms		
		1-20	21-32	33+
K	19.8	6		
1	19.3	6		
2	19.3	6		
3	19.8	6		
4	28.5		4	
5	32.3		3	1
Grade	Avg. Class Size	2008-09		
		Number of Classrooms		
		1-20	21-32	33+
K	19.5	6		
1	18.5	6		
2	19.7	6		
3	19.0	6		
4	31.7		3	
5	32.0		3	
Combo 4-8	30.0		1	
Grade	Avg. Class Size	2009-10		
		Number of Classrooms		
		1-20	21-32	33+
K	19.5	6		
1	18.5	6		
2	19.7	6		
3	19.0	6		
4	31.7		3	
5	32.0		3	
6			1	
Combo 4-8	30.0			

Combo classes are any combination of the grades shown.



# Curriculum & Instruction

## Staff Development

All training and curriculum development activities at Dudley Elementary School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Dudley Elementary School held three staff development days devoted to:

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

Decisions concerning selection of staff development activities are performed by the principal and school parent group using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Dudley Elementary School supports ongoing professional growth throughout the year on early release days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, Dudley Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS-Early Literacy Skills
- Games Using MS Office-Technology
- Amazing Openings-Opening Activities for Classrooms
- United Streaming-Technology
- Multimedia-Technology

Dudley Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. 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		
2007-08	2008-09	2009-10
3	3	3

## Instructional Materials

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

On Wednesday, August 18, 2010, 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. 3/2010-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a

textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 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
<b>History-Social Science</b>		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
<b>Language Arts</b>		
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
<b>Math</b>		
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
<b>Science</b>		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

*The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.*

## Professional Staff

### Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	1	0.8
Child Aides	2	0.6
Librarian	1	1.0
Nurse	1	0.6
Psychologist	1	1.0
Speech Therapist	1	0.5

*FTE = Full-Time Equivalent*

### Teacher Assignment

During the 2009-10 school year, Dudley Elementary School had 32 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 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Dudley Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	DES			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	35	34	32	249
Teachers with full credentials	35	34	32	249
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	5
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	DES	CJUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	DES	CJUSD
Doctorate	0.0 %	1.2 %
Master's degree plus 30 or more semester hours	12.5 %	12.0 %
Master's degree	6.3 %	14.9 %
Bachelor's degree plus 30 or more semester hours	81.3 %	69.5 %
Bachelor's degree	0.0 %	2.4 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
<b>Average Principal Salaries:</b>		
Elementary School	\$95,167	\$103,189
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%

### Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- 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 2008-09					
	Dollars Spent per Student				
	DES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	659	5098	N/A	N/A	N/A
Total**	\$5,835	\$6,253	93.32	N/A	N/A
Restr.†	\$720	\$1,314	54.75	N/A	N/A
Unrestr.††	\$5,116	\$4,938	103.59	\$5,681	90.05
Avg. Teacher Salary	\$69,810	\$66,508	104.96	\$57,352	121.72

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

### Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2010. Those to prepare the school facilities section were acquired in November 2010.



# Center Joint Unified School District North Country Elementary School

Grades K through 5  
Kathleen Lord, Principal



3901 Little Rock Drive  
Antelope, CA 95843-6231  
PH: (916) 338-6480 FAX: (916) 338-6488

## 2009-10 School Accountability Report Card *Published January 2011*

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

**Website Address**  
[www.centerusd.org](http://www.centerusd.org)

**2010-11  
Board of Trustees**  
Nancy Anderson  
Matthew Friedman  
Jeremy Hunt  
Kelly Kelley  
Donald Wilson

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

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

### Principal's Message

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

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

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

### Mission Statement

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

North Country provides an environment that....

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

### School Profile

North Country Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through five following a modified traditional calendar. At the beginning of the 2009-10 school year, 489 students were enrolled, including 11% in special education, 24% qualifying for English Language Learner support, and 69% qualifying for free or reduced price lunch. North Country Elementary School achieved a 2010 Academic Performance Index (API) score of 849 and met all 2010 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	13.09 %	Kindergarten	87
Amer. Indian or Alaskan Native	0.20 %	Grade 1	82
Asian	7.36 %	Grade 2	79
Filipino	3.27 %	Grade 3	84
Hisp. or Latino	23.31 %	Grade 4	84
Pacific Islander	1.23 %	Grade 5	73
Caucasian	50.51 %		
Multi-Racial	1.02 %		
Total Enrollment			489



# Student Achievement

## 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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	North Country Elementary School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	51	58	64	48	52	55	48	50	52
Math	56	63	70	47	49	48	43	46	48
Science	30	35	49	48	48	60	46	50	54
Social Science	0	0		36	41	45	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	North Country Elementary School							
	African-Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	*	66	*	63	*	*
Math	64	*	*	69	*	65	*	*
Science	*		*	53	*	46	*	
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	CJUSD	North Country Elementary School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	55		64	65	48	58	*	
Math	48		71	68	64	68	*	
Science	60		50	46	*	41	*	
Social Science	45							

## Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness test results were not available at the time of production of this report.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Fifth			
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			
	2007	2008	2009
Statewide Rank	6	8	7
Similar Schools Rank	6	7	8

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



Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	1	29	34
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-51	54	65
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	23	18	35
<b>Other Subgroups</b>			
Students with Disabilities	*	*	*
Economically Disadvantaged	-2	43	44
English Learners	*	16	39

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino	837	760	715
Pacific Islander			754
Caucasian	854	801	838
Multi-Racial		781	807
Economically Disadvantaged	832	760	610
English Learners	821	749	691
Students with Disabilities		600	580
All Students	849	786	767

### 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 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for English/Language Arts and 58% 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 680 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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	NCES	CJUSD
Overall Results	Yes	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

### 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 2009-10, North Country 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/](http://www.cde.ca.gov/ta/ac/ti/).

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

### Parent Involvement

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

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



### Opportunities to Volunteer

Chaperone School Dances  
Classroom Helper  
Library Assistant  
Student Store

### Committees

English Learner Advisory Council  
Parent Teacher Association  
School Site Council

### School Activities

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

## School Facilities & Maintenance

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

- Replacement of vinyl flooring and carpet due to flooding
- Replacement of drainage pipes
- Installation of energy saver lighting
- Siding repairs
- Replacement of fascia board
- Exterior painting projects
- Resurface playground blacktop area (2010-11)

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

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

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

- Common use area cleaning
- Restroom cleaning
- Classroom and office area cleaning
- Take down of playground equipment

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

Campus Description	
Year Built	1990
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	19
Portable Classrooms	13
Restrooms (sets)	2
Staff Work Room(s)	1
Multipurpose Room/Cafeteria	1
Library	1
Outdoor Covered Patio	1
Playgrounds	1
Staff Lounge	1

### Deferred Maintenance

North Country Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, North Country Elementary School received \$17,602 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Floor Systems
- Other Systems

### Facilities Inspection

The district's maintenance department inspects North Country Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). North Country Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 20, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.



School Facility Good Repair Status Most Recent Inspection: Wednesday, October 20, 2010			
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)	Willow 1 door closer part missing; Sequoia 1 door handle worn out; Birch rain gutter making rust stain by door, door settled; Laurel 3 door handle worn out; Oak 3 hinge & handle bound; Cypress 2 door handle worn out; Cypress 1 door handle worn out.
(4)	Administration office 1 stained tile, back door by library needs paint; Sequoia 1 dirty wall by door; Cottonwood 1 wall patched by door and dirty, sheetrock cracked under window and over door; Aspen 1 sheetrock cracked; Birch ceiling tile broken and stained; Willow workroom patched wall needs paint; Cottonwood 2 front wall dirty, cracked sheetrock by window; Cedar 2 holes in wall by door; Willow stain on ceiling tile; Cottonwood 3 sheetrock cracked by window; MP ceiling lights out, stain on wall.
(6)	Administration patio siding rotten; CDC exterior siding replaced, needs paint; Spruce handrail to nowhere; Birch deficiency found; Pine 2 bad siding; Cypress 3 paint is blotched; Willow 2 exterior siding bad; Maple 3 bad siding; Oak 3 bad siding.
(7)	Pine 2 electric panel obstructed; MP exit lights need bulbs.
(8)	Maple 1 soffit lights stuck on; Oak 1 soffit lights stuck on; Pine 1 soffit lights stuck on; Maple workroom light cover missing; Maple 2 soffit lights stuck on; Pine 2 soffit lights stuck on; Cypress 3 photo eye for night lights broken; Sequoia 2 soffit light broken; Maple 3 soffit light stuck on; Cypress 2 photo eye outside lights broken; Sequoia 3 photo eye outside lights broken; MP exit lights need bulbs.

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

#### Rating Description

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

#### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the teachers are strategically assigned to designated entrance areas and the playground. During recess, teachers and

instructional assistants supervise playground activity. Noon duty assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

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

#### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for North Country Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in December 2010.

#### Classroom Environment

##### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	NCES		
	07-08	08-09	09-10
Suspensions (#)	36	31	33
Suspensions (%)	7.45 %	6.21 %	6.75 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	227	179	116
Suspensions (%)	9.80 %	7.97 %	5.20 %
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.*

#### Class Size

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



Class Size Distribution Self-Contained Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.5	4		
1	20.0	3	1	
2	20.0	4		
3	19.8	5		
4	27.0		3	
5	23.0		3	
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	4		
1	20.3	3	1	
2	20.8	1	3	
3	19.4	5		
4	25.0		3	
5	28.0		3	
2009-10				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	4		
1	20.3	3	1	
2	20.8	1	3	
3	19.4	5		
4	25.0		3	
5	28.0		3	

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at North Country Elementary School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, North Country Elementary School held three staff development days devoted to:

- Depth and Complexity
- Data Analysis

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. North Country Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, North Country Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS-Early Literacy Skills
- Games Using MS Office-Technology
- Amazing Openings-Opening Activities for Classrooms

- United Streaming-Technology
- Multimedia-Technology

North Country Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. 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		
2007-08	2008-09	2009-10
3	3	3

### Instructional Materials

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

On Wednesday, August 18, 2010, 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. 3/2010-11 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 2010-11 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
<b>History-Social Science</b>		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
<b>Language Arts</b>		
2002	SR/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
<b>Math</b>		
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
<b>Science</b>		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.



## Professional Staff

### Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	0	0
Computer Technician	1	0.5
Health Clerk	1	*
Library Technician	1	1.0
Nurse	1	*
Psychologist	1	*
Speech Therapist	1	0.5

\* as needed

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2009-10 school year, North Country Elementary School had 28 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
North Country Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	NCES			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	28	28	28	249
Teachers with full credentials	28	28	28	249
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	1	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	5
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	NCES	CJUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	NCES	CJUSD
Doctorate	0.0 %	1.2 %
Master's degree plus 30 or more semester hours	10.7 %	12.0 %
Master's degree	25.0 %	14.9 %
Bachelor's degree plus 30 or more semester hours	64.3 %	69.5 %
Bachelor's degree	0.0 %	2.4 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
<b>Average Principal Salaries:</b>		
Elementary School	\$95,167	\$103,189
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%



## Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

## Public Internet Access Location

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

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

## Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2010. Those to prepare the school facilities section were acquired in November 2010.

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
	NCES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	478	5098	N/A	N/A	N/A
Total**	\$6,791	\$6,253	108.61	N/A	N/A
Restr.†	\$1,936	\$1,314	147.33	N/A	N/A
Unrestr.††	\$4,855	\$4,938	98.31	\$5,681	85.46
Avg. Teacher Salary	\$69,646	\$66,508	104.72	\$57,352	121.44

\* 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 located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about North Country Elementary School and comparisons of the school to the district, the county, and the



# Center Joint Unified School District Spinelli Elementary School

Grades K through 5  
Kristin Schmieder, Principal



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

## 2009-10 School Accountability Report Card *Published January 2011*

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

**Website Address**  
www.centerusd.org

### 2010-11 Board of Trustees

Nancy Anderson

Matthew Friedman

Jeremy Hunt

Kelly Kelley

Donald Wilson

### District Administration

Scott Loehr  
Superintendent

Craig Deason  
Assistant Superintendent

George Tigner  
Chief Administrative Officer

Jeanne Bess  
Director of Fiscal Services

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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 receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the student. 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 traditional calendar. At the beginning of the 2009-10 school year, 337 students were enrolled, including 21% in special education, 23% qualifying for English Language Learner support, and 73% qualifying for free or reduced price lunch. Spinelli Elementary School achieved a 2010 Academic Performance Index (API) score of 828.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	13.08 %	Kindergarten	70
Amer. Indian or Alaskan Native	2.08 %	Grade 1	50
Asian	9.79 %	Grade 2	48
Filipino	0.30 %	Grade 3	58
Hisp. or Latino	24.33 %	Grade 4	52
Pacific Islander	0.89 %	Grade 5	59
Caucasian	43.62 %		
Multi-Racial	0.00 %		
Total Enrollment			337



## Student Achievement

### 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](http://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		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	52	63	54	48	52	55	46	50	52
Math	60	70	59	47	49	48	43	46	48
Science	31	28	66	48	48	60	46	50	54
Social Science	0	0		38	41	45	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels									
	Spinelli Elementary School								
	African Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	•	•	•	59	•	40	•	•	
Math	•	•	•	65	•	46	•	•	
Science	•	•	•	74	•	•			
Social Science									

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels									
	CJUSD	Spinelli Elementary School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	55		58	58	29	53	•		
Math	48		64	58	48	59	•		
Science	60		71	62	•	59	•		
Social Science	45								

### Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness test results were not available at the time of production of this report.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
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			
	2007	2008	2009
Statewide Rank	5	8	8
Similar Schools Rank	3	8	10

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



Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	41	54	-18
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	42	60	-17
<b>Other Subgroups</b>			
Students with Disabilities	*	*	*
Economically Disadvantaged	62	56	-6
English Learners	*	*	-31

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino		760	715
Pacific Islander			754
Caucasian	848	801	838
Multi-Racial		781	807
Economically Disadvantaged	825	760	810
English Learners	802	749	691
Students with Disabilities		600	580
All Students	828	786	767

### 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 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for English/Language Arts and 58% 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 680 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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	SES	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

### 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 2009-10, 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/](http://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 automated telephone messages, email, flyers, newsletters, parent conferences, progress reports, the school marquee, the school website, 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

Chaperone Field Trips  
Classroom Helper  
Fundraising Activities

### Committees

English Learner Advisory Council  
School Site 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.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and no evening custodians are assigned to Spinelli Elementary School. The day custodians are responsible for:

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

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with the 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
Multipurpose Room/Cafeteria	1
Library	1
Computer Labs	2
Outdoor Covered Patio	1
Playgrounds	4
Staff Lounge	1
Staff Work room	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 2009-10 school year, Spinelli Elementary School received \$980 in deferred maintenance funds for the repair and/or maintenance of:

- Other Systems

### Facilities Inspection

The district's maintenance department inspects Spinelli Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Spinelli Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 20, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 20, 2010			
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)	MP storeroom door air louver broken loose, door needs paint; Rm 9 front window has bb hole; Rm 12 other door closer worn; Rm 13 door has holes; Rm 17 window cracked.
(4)	MP holes in MP wall interior by door, parts of tiger sign missing; RM 2 ceiling tiles stained; Rm 9 door handle quite worn.
(6)	Administration ceiling tiles stained in principal's & nurse's offices, office wall needs paint; Rm 5 hole in ceiling tiles; Rm 6 conduit broken outside by fountains; Rm 12 building sinking; Rm 15 eaves peeling; playground in front of Rm 16 bolt needs to be tightened; Rm 18 floor cement boils, cinder blocks under window moved; Rm 20 outside door needs blank plate; Rm 21 exterior covers have holes; Rm 25 outside end wall needs paint; Rm 28 outside wall under window cinder blocks moved; upper basketball court cracks in asphalt; office playground cracks in asphalt.
(8)	Administration light timer broken; MP lights out.
(10)	Play field twin fountains are worn out.



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 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 2010.

## 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		
	07-08	08-09	09-10
Suspensions (#)	26	30	19
Suspensions (%)	7.39 %	9.20 %	5.64 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD Elementary Schools		
Suspensions (#)	227	179	116
Suspensions (%)	9.80 %	7.97 %	5.20 %
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.*

### Class Size

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

Class Size Distribution Self-Contained Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.5	1	1	
1	20.7	1	2	
2	16.0	3		
3	17.7	3		
4	25.5		2	
5	25.0		2	
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.5	1	1	
1	20.0	1	1	
2	20.0	2		
3	18.5	2		
4	26.5		2	
5	26.0		2	
Combo K-3	18.0	1		
2009-10				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.5	1	1	
1	20.0	1	1	
2	20.0	2		
3	18.5	2	2	
4	26.5		2	
5	26.0			
Combo K-3	18.0	1		

Combo classes are any combination of the grades shown.

## 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 2009-10 school year, Spinelli Elementary School held three staff development days devoted to:

- Step Up To Writing Training
- Math Curriculum Adoption Training
- Behavior Management Strategies
- Science Curriculum Adoption Training

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 supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in



district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, Spinelli Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS -Early Literacy Skills
- Games Using MS Office-Technology
- Amazing Openings-Opening Activities for Classrooms
- United Streaming-Technology
- Multimedia-Technology

Spinelli Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. 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		
2007-08	2008-09	2009-10
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 18, 2010, 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. 3/2010-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 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
<b>History-Social Science</b>		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
<b>Language Arts</b>		
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
<b>Math</b>		
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
<b>Science</b>		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

*The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.*

## 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) 2009-10		
	No. of Staff	FTE
Counselor	0	0
Speech Therapist	2	1.6
Health Aide	1	•
Library Technician	1	0.7
Psychologist	1	0.6
Severe/Profound Handicap Aide	1	0.6

\* as needed

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2009-10 school year, Spinelli Elementary School had 20 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 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Spinelli Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	SES			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	22	21	20	249
Teachers with full credentials	22	21	20	249
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	5
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	SES 10-11	CJUSD 10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	SES	CJUSD
Doctorate	0.0 %	1.2 %
Master's degree plus 30 or more semester hours	10.0 %	12.0 %
Master's degree	20.0 %	14.9 %
Bachelor's degree plus 30 or more semester hours	60.0 %	69.5 %
Bachelor's degree	10.0 %	2.4 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
<b>Average Principal Salaries:</b>		
Elementary School	\$95,167	\$103,189
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%

### Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- 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  
2008-09**

	Dollars Spent per Student				
	SES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	315	5098	N/A	N/A	N/A
Total**	\$9,423	\$6,253	150.71	N/A	N/A
Restr.†	\$4,438	\$1,314	337.67	N/A	N/A
Unrestr.††	\$4,986	\$4,938	100.96	\$5,681	87.76
Avg. Teacher Salary	\$64,283	\$66,508	96.65	\$57,352	112.09

\* 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 located 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 December 2010. Those to prepare the school facilities section were acquired in November 2010.



Center Joint Unified School District  
**Oak Hill Elementary School**



Grades K through 5  
 David Grimes, Principal

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**2009-10 School Accountability Report Card**  
 Published January 2011

Center Joint Unified School District  
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[www.centerusd.org](http://www.centerusd.org)

**2010-11  
 Board of Trustees**

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**District Administration**

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 Director of Fiscal Services

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**Principal's Message**

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

Oak Hill Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students 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 Oak Hill Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

**Mission Statement**

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

**School Profile**

Oak Hill Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2009-10 school year, 741 students were enrolled, including 8% in special education, 11% qualifying for English Language Learner support, and 45% qualifying for free or reduced price lunch. Oak Hill Elementary School achieved a 2010 Academic Performance Index (API) score of 849 and met all 2010 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	18.60 %	Kindergarten	107
Amer. Indian or Alaskan Native	1.48 %	Grade 1	125
Asian	7.29 %	Grade 2	117
Filipino	3.91 %	Grade 3	121
Hisp. or Latino	12.98 %	Grade 4	136
Pacific Islander	2.16 %	Grade 5	135
Caucasian	54.79 %		
Multi-Racial	0.00 %		
Total Enrollment			741



# Student Achievement

## 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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Oak Hill Elementary School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	54	65	68	48	52	55	48	50	52
Math	67	64	66	47	49	48	43	46	48
Science	61	55	69	48	48	60	48	50	54
Social Science	0	0		38	41	45	38	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels									
	Oak Hill Elementary School								
	African-Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	55	*	*	69	*	65	47	*	
Math	42	*	*	69	*	70	53	*	
Science	42	*	*	73	*	48	*	*	
Social Science									

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels									
	CJUSD	Oak Hill Elementary School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	55		66	68	32	58	*		
Math	48		66	65	55	58	*		
Science	60		71	67	*	54			
Social Science	45								

## Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness test results were not available at the time of production of this report.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Fifth			
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			
	2007	2008	2009
Statewide Rank	7	8	8
Similar Schools Rank	6	7	8

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



Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	14	20	1
<b>Ethnic Subgroups</b>			
African-Amer.	•	•	•
Amer. Indian or Alaskan Native	•	•	•
Asian	•	•	•
Filipino	•	•	•
Hisp. or Latino	•	•	•
Multi-Racial	N/A	N/A	•
Pacific Islander	•	•	•
Caucasian	27	17	-2
<b>Other Subgroups</b>			
Students with Disabilities	•	•	•
Economically Disadvantaged	4	37	11
English Learners	•	•	-15

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino		760	715
Pacific Islander			754
Caucasian	883	801	838
Multi-Racial		781	807
Economically Disadvantaged	815	760	610
English Learners	825	749	691
Students with Disabilities		600	580
All Students	849	786	767

### 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 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for English/Language Arts and 58% 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 680 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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	OHES	CJUSD
Overall Results	Yes	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

### 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 2009-10, Oak Hill Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status		
	OHES	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 automated telephone messages, email, flyers, newsletters, parent conferences, progress reports, the school marquee, and the school website. Contact any PTA Board Member at (916) 338-6460 for more information on how to become involved in your child's learning environment.



### **Opportunities to Volunteer**

Chaperone Field Trips  
Fundraising Activities  
Room Parent  
Tutoring

### **Committees**

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

### **School Activities**

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

## **School Facilities & Maintenance**

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Oak Hill Elementary School's original facilities were built in 1994 and 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.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Oak Hill Elementary School. The day custodian is responsible for:

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

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

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

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

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

### **Deferred Maintenance**

Oak Hill Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Oak Hill Elementary School received \$13,832 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Floor Systems
- Other Systems

### **Facilities Inspection**

The district's maintenance department inspects Oak Hill Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Oak Hill Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, October 18, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.



School Facility Good Repair Status Most Recent Inspection: Monday, October 18, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Trinidad Bay outside HVAC unit kicked in.
(3)	Drakes Bay doors need latch guards.
(4)	Bodega Bay outside tree grate lifting; Emerald Bay stained ceiling tiles in workroom; Shasta workroom ceiling tiles stained and missing; Oyster Cove sheetrock scraped and ceiling tile stained; Mission 5 hole in wall by phone; Mission 6 stained ceiling tile; MP custodial room floors deteriorating.
(6)	Trinidad Bay blue tiles exterior broken, missing tree grate by outside fountain, burgundy tile broken.
(8)	Administration patio GFI missing cover; Tule Lake 3 broken and missing light diffuser missing.
(13)	Playground asphalt has cracks.

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

#### Rating Description

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

#### Campus Supervision

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

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

#### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Oak Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March 2010.

#### Classroom Environment

##### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	OHES		
	07-08	08-09	09-10
Suspensions (#)	40	28	25
Suspensions (%)	5.26 %	3.80 %	3.37 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD Elementary Schools		
Suspensions (#)	227	179	118
Suspensions (%)	9.80 %	7.97 %	5.20 %
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.*

#### Class Size

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



Class Size Distribution Self-Contained Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.3	6		
1	19.7	7		
2	19.6	8		
3	18.4	7		
4	31.8		4	
5	30.8		4	
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	4	2	
1	19.4	7		
2	19.6	6	1	
3	18.7	7		
4	32.8		1	3
5	30.3		4	
2009-10				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	4	2	
1	19.4	7		
2	19.6	6	1	
3	18.7	7		
4	32.8		1	3
5	30.3		4	

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Oak Hill Elementary School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Oak Hill Elementary School held three staff development days devoted to:

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

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Oak Hill Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, Oak Hill Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS-Early Literacy Skills
- Games Using MS Office-Technology
- Amazing Openings-Opening Activities for Classrooms
- United Streaming-Technology
- Multimedia-Technology

Oak Hill Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. 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		
2007-08	2008-09	2009-10
3	3	3

### Instructional Materials

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

On Wednesday, August 18, 2010, 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. 3/2010-11 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 2010-11 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
<b>History-Social Science</b>		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
<b>Language Arts</b>		
2002	SRAMcGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
<b>Math</b>		
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %

*The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.*



## Professional Staff

### Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	0	0
Computer Lab Technician	1	0.5
Health Clerk	1	*
Librarian	1	1.5
Nurse	1	*
Occupational Therapist	1	*
Psychologist	1	0.5
Speech Therapist	1	0.5

\* as needed

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2009-10 school year, Oak Hill Elementary School had 35 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 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Oak Hill Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	07-08	08-09	09-10	CJUSD 09-10
Total Teachers	38	38	35	249
Teachers with full credentials	38	38	35	249
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	5
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	OHES 10-11	CJUSD 10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	OHES	CJUSD
Doctorate	5.7 %	1.2 %
Master's degree plus 30 or more semester hours	8.6 %	12.0 %
Master's degree	5.7 %	14.9 %
Bachelor's degree plus 30 or more semester hours	80.0 %	69.5 %
Bachelor's degree	0.0 %	2.4 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
<b>Average Principal Salaries:</b>		
Elementary School	\$95,167	\$103,189
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%



## Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

## Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

## Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2010. Those to prepare the school facilities section were acquired in November 2010.

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
	OHES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	720	5098	N/A	N/A	N/A
Total**	\$5,427	\$6,253	86.79	N/A	N/A
Restr.†	\$687	\$1,314	52.26	N/A	N/A
Unrestr.††	\$4,740	\$4,938	95.98	\$5,681	83.44
Avg. Teacher Salary	\$67,015	\$66,508	100.76	\$57,352	116.85

\* 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 located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Oak Hill Elementary School and comparisons of the school to the district, the county, and the state. DataQuest



# Center Joint Unified School District Wilson C. Riles Middle School

Grades 6 through 8  
Joyce Frisch, Principal



4747 PFE Road  
Roseville, CA 95747  
PH: (916) 787-8100 FAX: (916) 773-4131

## 2009-10 School Accountability Report Card *Published January 2011*

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

Website Address  
[www.centerusd.org](http://www.centerusd.org)

2010-11  
Board of Trustees  
Nancy Anderson  
Matthew Friedman  
Jeremy Hunt  
Kelly Kelley  
Donald Wilson

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

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

### Principal's Message

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

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

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

### Mission Statement

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

### School Profile

Wilson C. Riles Middle School is located in the northern region of Roseville and serves students in grades six through eight following a modified traditional calendar. At the beginning of the 2009-10 school year, 1169 students were enrolled, including 13% in special education, 6% qualifying for English Language Learner support, and 54% qualifying for free or reduced price lunch. Wilson C. Riles Middle School achieved a 2010 Academic Performance Index (API) score of 762.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	14.54 %	Grade 6	364
Amer. Indian or Alaskan Native	1.71 %	Grade 7	383
Asian	7.10 %	Grade 8	422
Filipino	4.11 %		
Hisp. or Latino	21.64 %		
Pacific Islander	1.54 %		
Caucasian	48.93 %		
Multi-Racial	0.43 %		
Total Enrollment			1,169



# Student Achievement

## 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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Wilson C. Riles Middle School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	43	51	52	48	52	55	46	50	52
Math	38	39	35	47	49	48	43	46	48
Science	59	60	67	48	48	60	46	50	54
Social Science	36	40	44	36	41	45	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Wilson C. Riles Middle School							
	African Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	44	*	62	58	55	45	59	*
Math	28	*	46	38	38	30	35	*
Science	49	*	70	71	76	64	75	*
Social Science	25	*	42	46	52	38	62	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Wilson C. Riles Middle School						
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities
Lang. Arts	55		46	57	6	44	14
Math	48		34	35	7	31	17
Science	60		72	63	31	62	33
Social Science	45		46	41	0	37	7

## Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness test results were not available at the time of production of this report.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Fifth			
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			
	2007	2008	2009
Statewide Rank	6	6	5
Similar Schools Rank	2	3	4

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



Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	1	10	5
African-Amer.	6	-5	5
Amer. Indian or Alaskan Native	•	•	•
Asian	•	•	•
Filipino	•	•	•
Hisp. or Latino	28	14	-6
Multi-Racial	N/A	N/A	•
Pacific Islander	•	•	•
Caucasian	-3	19	-9
Students with Disabilities	•	•	-2
Economically Disadvantaged	3	15	11
English Learners	•	•	15

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2010 Growth API		
	School	District	State
African-Amer.	698	737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino	727	760	715
Pacific Islander			754
Caucasian	773	801	838
Multi-Racial		781	807
Economically Disadvantaged	729	760	610
English Learners	710	749	691
Students with Disabilities	554	600	580
All Students	762	788	767

## 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 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for English/Language Arts and 58% 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 680 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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?		
AYP Indicator	WCRM	CJUSD
Overall Results	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

## 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 2009-10, Wilson C. Riles Middle School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status		
	WCRM	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 automated telephone messages, email, flyers, parent conferences, progress reports, the school marquee, the school website, and Homelink. Contact the school office at (916)787-8100 for more information on how to become involved in your child's learning environment.



### Opportunities to Volunteer

Chaperone Field Trips  
Fundraising Activities  
After School Tutoring  
Library Volunteer  
Office Volunteer  
Book Fairs  
PTA Events

### Committees

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

### School Activities

Back to School Night  
Open House  
Sports Events  
Student Performances  
8th Grade Dance at Sacramento State  
Parent Coffee Mornings  
Fall / Spring Drama Performances  
Fall / Spring Music Performances  
Canned Food Drive  
Honor Roll Breakfast  
Fundraising  
PTA Family Skate Night  
Pennies for Patients  
St. Baldrick's

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Wilson C. Riles Middle School's original facilities were built in 2005 and 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.

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

- Classroom cleaning
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Common use area cleaning
- On call as needed

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

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

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

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

### Deferred Maintenance

Wilson C. Riles Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Wilson C. Riles Middle School received \$11,728 in deferred maintenance funds for the repair and/or maintenance of:

- Floor Systems
- Other Systems

### Facilities Inspection

The district's maintenance department inspects Wilson C. Riles Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Wilson C. Riles Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 20, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.



School Facility Good Repair Status Most Recent Inspection: Wednesday, October 20, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems		✓	
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety		✓	
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	200 bldg hot water in kitchen check valve needs checking.
(4)	300 bldg grounds ok, boys locker room wall needs paint.
(6)	500 bldg exterior wall by RR needs patch painted.
(7)	400 bldg book rooms very cluttered.

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

#### Rating Description

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

### Campus Supervision

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

Wilson C. Riles Middle 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 Wilson C. Riles Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil

procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2010.

## Classroom Environment

### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	WCRM		
	07-08	08-09	09-10
Suspensions (#)	415	414	283
Suspensions (%)	31.85 %	33.12 %	24.21 %
Expulsions (#)	3	4	10
Expulsions (%)	0.23 %	0.32 %	0.86 %
	CJUSD Middle Schools		
	07-08	08-09	09-10
Suspensions (#)	415	414	283
Suspensions (%)	30.58 %	31.85 %	24.21 %
Expulsions (#)	3	4	10
Expulsions (%)	0.22 %	0.31 %	0.86 %

*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.*

### Class Size

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

Class Size Distribution Self-Contained Classes
---

2009-10 data not available at the time of production of this report

### Teaching Load

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



Teaching Load Distribution Departmentalized Instruction				
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	28.7	8	28	21
Math	31.5	1	18	17
Science	31.8	1	18	20
Social Science	32.0	2	18	25
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	28	14	32	10
Math	28.9	11	27	7
Science	30.5	•	28	11
Social Science	30.7	2	31	14

2009-10 data not available at the time of production of this report

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Wilson C. Riles Middle School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Wilson C. Riles Middle School held three staff development days devoted to:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies
- Classroom Management
- BEST - Building Effective Schools Together

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Wilson C. Riles Middle School supports ongoing professional growth throughout the year on early release days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, Wilson C. Riles Middle School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS-Early Literacy Skills
- Games Using MS Office-Technology
- Amazing Openings-Opening Activities for Classrooms
- United Streaming-Technology
- Multimedia-Technology

Wilson C. Riles Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. 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		
2007-08	2008-09	2009-10
3	3	3

### Instructional Materials

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

On Wednesday, August 18, 2010, 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. 3/2010-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 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		Pupils Lacking Textbooks
Adoption Year	Publisher & Series	
<b>English/Language Arts with ELD Materials</b>		
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
<b>History-Social Science</b>		
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
<b>Math</b>		
2008	Glencoe/McGraw-Hill, <i>California Algebra Readiness: Concepts, Skills, and Problem Solving</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Mathematics: Concepts, Skills &amp; Problem Solving</i>	0 %
2008	Glencoe/McGraw-Hill, <i>Glencoe California Mathematics &amp; Algebra 1: Concepts, Skills &amp; Problem Solving</i>	0 %
<b>Science</b>		
2006	Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life, and Physical Science @2007</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

## Professional Staff

### Counseling & Support Staff

Wilson C. Riles Middle School provides professional, highly qualified staff that provide additional services and support



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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	2	1.5
Campus Monitor	3	2.0
Health Clerk	1	0.6
Librarian	1	0.6
Library Technician	1	1.0
Project SAFE	1	1.0
Speech Therapist	1	0.5

Counselor-to-Student Ratio: 1:585  
FTE = Full-Time Equivalent

### Teacher Assignment

During the 2009-10 school year, Wilson C. Riles Middle School had 50 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 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Wilson C. Riles Middle School	99.1 %	0.9 %
<b>District Totals</b>		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	WCRM			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	56	55	50	249
Teachers with full credentials	54	55	50	249
Teachers without full credentials	2	0	0	0
Teachers in alternate routes to certification	1	1	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	1	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	1	5
Total teacher misassignments	0	0	1	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	WCRM	CJUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	WCRM	CJUSD
Doctorate	0.0 %	1.2 %
Master's degree plus 30 or more semester hours	10.0 %	12.0 %
Master's degree	14.0 %	14.9 %
Bachelor's degree plus 30 or more semester hours	74.0 %	69.5 %
Bachelor's degree	2.0 %	2.4 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,788	\$83,339
Superintendent Salary	\$178,029	\$179,589
<b>Average Principal Salaries:</b>		
Middle School	\$99,256	\$108,789
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%



## Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

## Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

## Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2010. Those to prepare the school facilities section were acquired in November 2010.

Expense of Education Per Pupil 2008-09					
Dollars Spent per Student					
	WCRM	CJUSD	% Diff School & Dist	State Avg., Dist. Same Size & Type	% Diff School & State
ADA*	1193	5098	N/A	N/A	N/A
Total**	\$5,239	\$6,253	83.79	N/A	N/A
Restr.†	\$1,142	\$1,314	86.92	N/A	N/A
Unrestr.††	\$4,097	\$4,938	82.96	\$5,681	72.12
Avg. Teacher Salary	\$84,300	\$66,508	96.68	\$57,352	112.11

\* 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 located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Wilson C. Riles Middle School and comparisons of the school to the district, the county, and the



# Center Joint Unified School District Center High School

Grades 9 through 12  
Mike Jordan, Principal



3111 Center Court Lane  
Antelope, CA 95843-9111  
PH: (916) 338-6420 FAX: (916) 338-6370

## 2009-10 School Accountability Report Card *Published January 2011*

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

Website Address  
[www.centerusd.org](http://www.centerusd.org)

2010-11  
Board of Trustees  
Nancy Anderson  
Matthew Friedman  
Jeremy Hunt  
Kelly Kelley  
Donald Wilson

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

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

### Principal's Message

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

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

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

### Mission Statement

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

### School Profile

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2009-10 school year, 1437 students were enrolled, including 11% in special education, 5% qualifying for English Language Learner support, and 42% qualifying for free or reduced price lunch. Center High School achieved a 2010 Academic Performance Index (API) score of 781.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	15.03 %	Grade 9	394
Amer. Indian or Alaskan Native	1.18 %	Grade 10	361
Asian	8.49 %	Grade 11	307
Filipino	3.90 %	Grade 12	375
Hisp. or Latino	16.56 %		
Pacific Islander	1.32 %		
Caucasian	52.82 %		
Multi-Racial	0.63 %		
Total Enrollment			1,437



# Student Achievement

## 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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

## California High School Exit Exam

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

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

## Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness test results were not available at the time of production of this report.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	50	50	52	48	52	55	46	50	52
Math	48	44	46	47	49	48	43	46	48
Science	49	54	56	48	48	60	46	50	54
Social Science	42	48	53	36	41	45	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	53	*	58	54	63	45	56	*	
Math	39	*	72	53	*	37	49	*	
Science	30	*	66	50	*	36	43	*	
Social Science	54	*	58	57	*	48	54	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels									
	CHUSD	Center High School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	55		48	57	5	42	10		
Math	48		53	46	7	44	5		
Science	60		53	44	5	36	12		
Social Science	45		58	51	11	46	24		

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10									
	English			Math					
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced			
All Students	11	89	62	11	89	70			
Male	14	86	58	10	90	72			
Female	9	91	65	13	87	67			
African-Amer.	14	86	61	24	76	62			
Amer. Indian or Alaskan Native	*	*	*	*	*	*			
Asian	16	84	71	8	92	79			
Filipino	*	*	*	*	*	*			
Hisp. or Latino	11	89	54	11	89	63			
Pacific Islander	*	*	*	*	*	*			
Caucasian	12	88	61	10	90	74			
Multi-Racial	0	100	76	0	100	64			
English Learners	71	29	6	41	59	29			
Economically Disadvantaged	16	84	54	12	88	65			
Migrant Educ.	*	*	*	*	*	*			
Students with Disabilities	59	41	7	67	33	21			

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



California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School			CJUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	68.4	64.8	62	62.2	60.0	61	52.9	52.0	54
Math	71.5	65.9	70	65.4	61.1	66	51.3	53.3	53.4

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Fifth			
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			
	2007	2008	2009
Statewide Rank	8	7	*
Similar Schools Rank	9	8	*

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	12	8	11
<b>Ethnic Subgroups</b>			
African-Amer.	34	15	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	17	*
Filipino	*	*	*
Hisp. or Latino	22	26	22
Multi-Racial	N/A	N/A	17
Pacific Islander	*	*	*
Caucasian	15	-3	13
<b>Other Subgroups</b>			
Students with Disabilities	*	0	-22
Economically Disadvantaged	1	15	20
English Learners	*	*	13

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino	758	760	715
Pacific Islander			754
Caucasian	793	801	838
Multi-Racial	786	781	807
Economically Disadvantaged	745	780	610
English Learners	710	749	691
Students with Disabilities	515	600	580
All Students	781	786	767



## 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 2009-10 AYP cycle, high schools must achieve a 55.6% or higher proficiency rate in English/Language Arts and 54.8% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 680 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?		
AYP Indicator	CHS	CJUSD
Overall Results	No	No
<b>Participation Rate</b>		
Language Arts	Yes	Yes
Math	Yes	Yes
<b>Percent Proficient</b>		
Language Arts	No	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	Yes	No

Reported data based upon performance of all subgroups for each of the areas listed

## 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 2009-10, Center High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/act/i/](http://www.cde.ca.gov/ta/act/i/).

Title I Program Improvement (PI) Status		
	CHS	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 ConnectEd (automated telephone message delivery system), email, flyers, letters, parent conferences, progress reports, the school marquee, school newsletters, the school website, daily bulletins, and the "Blue and Gold" newspaper. Contact the school office at (916) 338-6420 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone Field Trips  
Chaperone School Dances  
Coaching Sports  
Fundraising Activities  
Tutoring

### Committees

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

### School Activities

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

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Center High School's original facilities were built in 1982. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate

space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Completion of a state-of-the-art stadium
- Renovation of baseball complex (completion scheduled for January, 2011)

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

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

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

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

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

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



## Deferred Maintenance

Center High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Center High School received \$5,847 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing
- Floor Systems
- Other Systems

## Facilities Inspection

The district's maintenance department inspects Center High School on an annual basis in accordance with Education Code §17592.72(c)(1). Center High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, October 21, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, October 21, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	MCA Rm 302 a/c under repair; boys girls team dance HVAC bad compressor under repair; Rm 808 HVAC out of tune under repair.
(3)	MPR panic bar stiff; Rm 801 storeroom door hinge misaligned; auto shop door hardware worn; wood shop hole in fence gate; Rm 404 door hinge bent; science Rm 211 door lock hardware needs tune-up; Rm 300 panic bar misaligned; theater elephant doors for scenery need tune-up; science bldg closer needs repair, door dragging; Rm 803 door lock has something in it; Rm 702 door has graffiti and scratches.
(4)	MPR mop board missing; kitchen linoleum worn; Business 1 holes in wall; Business 3 mop board missing; Business 5 wall covering torn; Art wall covering torn; Rm 301 ceiling tile missing; Rm 900 broken ceiling tile; Rm 903 diffuser missing; gym/locker rms some lockers bent, tabs broken off.
(6)	Library some ornamental tiles broken.
(8)	Counseling PA system needs addressing; library some lights out.

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

### Rating Description

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

## Campus Supervision

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

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

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Center High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in the Fall of 2010.

## Classroom Environment

### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	CHS		
	07-08	08-09	09-10
Suspensions (#)	127	141	132
Suspensions (%)	7.77 %	9.57 %	9.19 %
Expulsions (#)	6	12	10
Expulsions (%)	0.37 %	0.81 %	0.70 %
	CJUSD High Schools		
	07-08	08-09	09-10
Suspensions (#)	180	283	332
Suspensions (%)	9.11 %	14.83 %	18.51 %
Expulsions (#)	6	12	17
Expulsions (%)	0.30 %	0.68 %	0.95 %

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

## Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	2007-08		
		1-22	23-32	33+
English	28.2	21	28	10
Math	27.2	10	25	15
Science	31.3	1	17	20
Social Science	28.7	6	22	15
Subject	Avg. Class Size	2008-09		
		1-22	23-32	33+
English	25.8	20	26	7
Math	23.4	29	16	6
Science	29.8	1	22	11
Social Science	29.1	5	19	16

*2009-10 data not available at the time of production of this report*

## Dropouts

Center High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit



warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, referral to an alternative high school setting, concurrent enrollment in adult school or community college, CAHSEE prep classes, Student Study Teams, and tutoring. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2008-09 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) \* 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	CHS		
	08-07	07-08	08-09
	08-07	07-08	08-09
Dropout Rate	1.5%	3.1%	4.1%
Graduation Rate	97.2%	95.2%	90.6%
	CJUSD		
	08-07	07-08	08-09
	08-07	07-08	08-09
Dropout Rate	3.6%	4.1%	7.2%
Graduation Rate	88.6%	87.7%	81.0%
	California		
	08-07	07-08	08-09
	08-07	07-08	08-09
Dropout Rate	4.4%	3.9%	4.5%
Graduation Rate	80.6%	80.2%	78.5%

## Graduation Requirements

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements 2008-09**			
Center High School	CJUSD	California	
90.6 %	81.0 %	78.4 %	
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment			

\* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not

available for disclosure at the time this report was published

\*\* Most current information available

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Center High School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Center High School held three staff development days devoted to:

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

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Center High School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, Center High School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS - Early Literacy Skills
- Games Using MS Office-Technology
- Amazing Openings-Opening Activities for Classrooms
- United Streaming-Technology
- Multimedia-Technology

Center High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. 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		
2007-08	2008-09	2009-10
3	3	3

### Instructional Materials

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

On Wednesday, August 18, 2010, 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. 3/2010-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 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
<b>History-Social Science</b>		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
<b>Language Arts</b>		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
<b>Math</b>		
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Houghton Mifflin, <i>Larson &amp; Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
<b>Science</b>		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.



# College Preparation & Work Readiness

## College Preparation Courses

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

## Admission Requirements for California Public Universities

### University of California

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

### California State University

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

Students Enrolled in UC/CSU Courses 2008-09*	
	%
Students enrolled in courses required for UC/CSU admission	94
Graduates who completed all courses required for UC/CSU admission	23

\*Most current data available

## Advanced Placement

In 2009-10, Center High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2009-10		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	--
English	38	2.5 %
Fine and Performing Arts	0	--
Foreign Language	0	--
Math	70	4.9 %
Science	22	1.5 %
Social Science	93	6.5 %
All Courses	221	15.4 %

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

## Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the Career Center advisor to discuss their four-year academic plan and are introduced to Center High School's technical and career education programs; the Career Center advisor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Center High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs
- Workability

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

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

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

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

During the 2009-10 school year, Center High School offered the following career technical education programs as elective courses:

- Automotive
- Filmmaking
- Video Production
- Desktop Publishing
- Broadcasting Technology
- Woodworking
- Fashion Textiles and Apparel
- Consumer Education
- Food and Nutrition
- Computer Operations / Computer Science

Center High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Center High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the Career Center advisor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

## Professional Staff

### Counseling & Support Staff

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

Counselors & Support Personnel (Non-teaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	3	3.0
Librarian	1	1.0
Psychologist	1	1.0
Resource Officer	1	1.0
Speech Therapist	1	0.5

Counselor-to-Student Ratio: 1:479  
FTE = Full-Time Equivalent

## Teacher Assignment

During the 2009-10 school year, Center High School had 63 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 2009-10		
	Taught by NCLB- Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Center High School	97.9 %	2.1 %
<b>District Totals</b>		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	CHS			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	73	69	63	249
Teachers with full credentials	68	65	63	249
Teachers without full credentials	5	4	0	0
Teachers in alternate routes to certification	5	4	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	2	5
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	CHS	CJUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	CHS	CJUSD
Doctorate	1.6 %	1.2 %
Master's degree plus 30 or more semester hours	14.3 %	12.0 %
Master's degree	17.5 %	14.9 %
Bachelor's degree plus 30 or more semester hours	61.9 %	69.5 %
Bachelor's degree	4.8 %	2.4 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
<b>Average Principal Salaries:</b>		
High School	\$111,144	\$119,247
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%

### Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- 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 2008-09					
	Dollars Spent per Student				
	CHS		State Avg. Dist.		
	CJUSD	% Diff School & Dist.	Same Size & Type	% Diff School & State	
ADA*	1399	5098	N/A	N/A	N/A
Total**	\$6,031	\$6,253	96.46	N/A	N/A
Restr.†	\$1,106	\$1,314	84.17	N/A	N/A
Unrestr.††	\$4,925	\$4,938	99.73	\$5,681	86.69
Avg. Teacher Salary	\$65,669	\$66,508	98.74	\$57,352	114.50

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

### Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

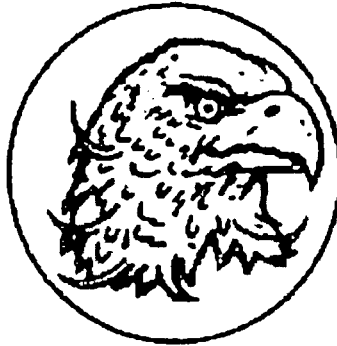
Number of Computers Available: 21

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2010. Those to prepare the school facilities section were acquired in November 2010.



# Center Joint Unified School District McClellan High School



Grades 9 through 12  
David DeArcos, Principal

8725 Watt Avenue  
Antelope, CA 95843-9116  
PH: (916) 338-6440 FAX: (916) 338-7535

## 2009-10 School Accountability Report Card *Published January 2011*

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

Website Address  
[www.centerusd.org](http://www.centerusd.org)

2010-11  
Board of Trustees  
Nancy Anderson  
Matthew Friedman  
Jeremy Hunt  
Kelly Kelley  
Donald Wilson

### District Administration

Scott Loehr  
Superintendent  
  
Craig Deason  
Assistant Superintendent  
  
George Tigner  
Chief Administrative Officer  
  
Jeanne Bess  
Director of Fiscal Services

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## Principal's Message

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

McClellan High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum presented 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.

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

## Mission Statement

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

## School Profile

McClellan High School is located in the northern region of Antelope and serves students in grades nine through twelve following a modified traditional calendar. At the beginning of the 2009-10 school year, 93 students were enrolled, including 5% in special education, 1% qualifying for English Language Learner support, and 60% qualifying for free or reduced price lunch. McClellan High School achieved a 2010 Academic Performance Index (API) score of 583 and met all 2010 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	33.33 %	Grade 9	0
Amer. Indian or Alaskan Native	0.00 %	Grade 10	6
Asian	1.08 %	Grade 11	35
Filipino	2.15 %	Grade 12	52
Hisp. or Latino	20.43 %		
Pacific Islander	1.08 %		
Caucasian	41.94 %		
Multi-Racial	0.00 %		
Total Enrollment			93



# Student Achievement

## 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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

## California High School Exit Exam

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

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; the numbers for McClellan High were too small for statistical accuracy or privacy protection and therefore are not reported. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

## Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness test result data was not available at the time of production of this report.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	McClellan High School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	9	0	14	48	52	55	46	50	52
Math	0		9	47	49	48	43	46	48
Science	11	8	24	48	48	60	46	50	54
Social Science	9	8	8	36	41	45	38	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels									
	McClellan High School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	0			33		*	*	*	
Math	*			*		*	*	*	
Science	*			*	*	*	*	*	
Social Science	0			11	*	*	*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels									
	CJUSD	McClellan High School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	55		23	11	*	6	*		
Math	48		*	*		0	*		
Science	60		*	*		17	*		
Social Science	45		14	0	*	12	*		

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10							
	English			Math			
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced	



California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels								
	McClellan High School			CJUSD			California	
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09 09-10
Language Arts	20.0	*	*	62.2	60.0	61	52.9	52.0 54
Math	38.0	*	*	65.4	61.1	66	51.3	53.3 53.4

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth			

Alternative School Accountability Model (ASAM)		
Performance Indicators	Actual Performance Rate	Performance Standard Achieved
Suspension	38.3%	Growth Plan
Credit Completion	86.0%	Sufficient
High School Graduation	23.7%	Immediate Action

### Alternative School Accountability Model

Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). McClellan High School has adopted ASAM, which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

McClellan High School's performance indicators used to evaluate progress are Suspension, Credit Completion, and High School Graduation. Collection of data to create baseline reports for comparison with other schools began in the 2001-02 school year. The ASAM table in this report illustrates the actual performance rates of McClellan High School's students in each category and corresponding performance rating (2009-10 results were not available at the time this report was published). A "Commendable" or "Sufficient" performance rating indicates a school met or exceeded expectations. "Growth Plan" indicates that the school is making obvious efforts to improve performance. For more information on ASAM, visit the state's website at [www.cde.ca.gov/ta/ac/am/](http://www.cde.ca.gov/ta/ac/am/).

### 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 2009-10 AYP cycle, high schools must achieve a 55.6% or higher proficiency rate in English/Language Arts and 54.8% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 680 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?		
AYP Indicator	MHS	CJUSD
Overall Results	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	Yes	No
API Score	N/A	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

### 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 2009-10, McClellan High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status		
	MHS	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 automated telephone messages, email, progress reports, the school website, and Homelink. Contact the school office at (916) 338-6440 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

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

### Committees

School Site Council

### School Activities

Back to School Night  
Open House  
Sports Events

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and no evening custodians are assigned to McClellan High School. The day custodian is responsible for:

- 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 the custodial staff daily concerning maintenance and school safety issues.

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

### Deferred Maintenance

McClellan High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, McClellan High School received \$5,850 in deferred maintenance funds for the repair and/or maintenance of:

- Heating/Air Conditioning Systems

### Facilities Inspection

The district's maintenance department inspects McClellan High School on an annual basis in accordance with Education Code §17592.72(c)(1). McClellan High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 22, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, October 22, 2010			
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)	B Wing 3 old door handle, sidewalk cracked near back door; C7 door needs paint, clock not working; cafeteria window cracked.
(4)	A Wing 2 ceiling tiles have holes and stains; C Wing Science holes in ceiling tiles, facuet should be replaced; portable stained ceiling tiles, carpet showing wear; B4 holes in ceiling tiles; B5 holes in ceiling tiles, tree branches rubbing roof; C10 holes in ceiling tiles; C11 ceiling tiles broken.
(13)	Field asphalt has cracks, old playbox not in use - dilapidated.

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

### Rating Description

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

### Campus Supervision

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



monitor monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for McClellan High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2010.

## Classroom Environment

### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	MHS		
	07-08	08-09	09-10
Suspensions (#)	52	117	158
Suspensions (%)	42.98 %	114.71 %	169.89 %
Expulsions (#)	0	0	7
Expulsions (%)	0.00 %	0.00 %	7.53 %
	CJUSD High Schools		
Suspensions (#)	180	263	332
Suspensions (%)	9.11 %	14.83 %	18.51 %
Expulsions (#)	6	12	17
Expulsions (%)	0.30 %	0.68 %	0.95 %

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

### Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	2007-08		
		Number of Classrooms		
		1-22	23-32	33+
English	15.8	8	*	*
Math	17.7	2	1	*
Science	19.3	4	*	*
Social Science	18.9	8	*	*
Subject	Avg. Class Size	2008-09		
		Number of Classrooms		
		1-22	23-32	33+
English	19.3	4	*	*
Math	*	*	*	*
Science	17.8	5	*	*
Social Science	18.3	6	*	*

2009-10 data not available at the time of production of this report

### Dropouts

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

In the following Dropout & Graduation Rates table, 2008-09 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) \* 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	MHS		
	06-07	07-08	08-09
	Dropout Rate	13.5%	6.6%
	CJUSD		
	06-07	07-08	08-09
	Dropout Rate	3.6%	4.1%
	California		
	06-07	07-08	08-09
	Dropout Rate	4.4%	3.9%
	06-07	07-08	08-09
	Graduation Rate	80.6%	80.2%

## Graduation Requirements

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2008-09**		
McClellan High School	CJUSD	California
47.0 %	81.0 %	78.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

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

\*\* Most current information available

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at McClellan High School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, McClellan High School held three staff development days devoted to:

- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. McClellan High School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, McClellan High School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS - Early Literacy Skills
- Games Using MS Office-Technology
- Amazing Openings-Opening Activities for



## Classrooms

- United Streaming-Technology
- Multimedia-Technology

McClellan High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. 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		
2007-08	2008-09	2009-10
3	3	3

## Instructional Materials

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

On Wednesday, August 18, 2010, 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. 3/2010-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 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
<b>English Language Development</b>		
2009	Hampton Brown, <i>EdgeTM</i>	0 %
<b>History-Social Science</b>		
2008	Globe Pearson, <i>American Government</i>	0 %
2008	Globe Pearson, <i>Economics</i>	0 %
2008	Pearson, <i>US History</i>	0 %
2008	Pearson AGS Globe, <i>World History</i>	0 %
<b>Language Arts</b>		
2007	AGS, <i>English for the World of Work</i>	0 %
2007	AGS, <i>English to Use</i>	0 %
2009	Holt, Rinehart and Winston, <i>Holt Literature &amp; Language Arts</i>	0 %
<b>Math</b>		
2009	Data Works, <i>Algebra 1</i>	0 %
<b>Science</b>		
2007	AGS, <i>Biology - Cycles of Life</i>	0 %
2007	AGS, <i>Earth Science</i>	0 %
2008	AGS, <i>Physical Science</i>	0 %
2007	AGS, <i>Physical Science</i>	0 %
2007	Pearson AGS Globe, <i>Environmental Science</i>	0 %

*The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.*

## College Preparation & Work Readiness

### College Preparation Courses

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

### Admission Requirements for California Public Universities

#### University of California

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

#### California State University

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

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

Students Enrolled in UC/CSU Courses 2008-09*	
	%
Students enrolled in courses required for UC/CSU admission	0
Graduates who completed all courses required for UC/CSU admission	0

\*Most current data available

## Workforce Preparation

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

## Professional Staff

### Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	1	.5

FTE = Full-Time Equivalent



## Teacher Assignment

During the 2009-10 school year, McClellan High School had 7 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 2009-10		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
McClellan High School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	MHS			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	7	6	7	249
Teachers with full credentials	7	6	7	249
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	5
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	MHS 10-11	CJUSD 10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	MHS	CJUSD
Doctorate	0.0 %	1.2 %
Master's degree plus 30 or more semester hours	14.3 %	12.0 %
Master's degree	0.0 %	14.9 %
Bachelor's degree plus 30 or more semester hours	85.7 %	69.5 %
Bachelor's degree	0.0 %	2.4 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
<b>Average Principal Salaries:</b>		
High School	\$111,144	\$119,247
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%

### Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- 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 2008-09					
	Dollars Spent per Student				
	MHS	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	88	5098	N/A	N/A	N/A
Total**	\$13,882	\$6,253	222.01	N/A	N/A
Restr.†	\$3,993	\$1,314	303.82	N/A	N/A
Unrestr.††	\$9,889	\$4,938	200.24	\$5,681	174.07
Avg. Teacher Salary	\$64,578	\$66,508	97.10	\$57,352	112.60

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

### Public Internet Access Location

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

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



**Disclosure**

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2010. Those to prepare the school facilities section were acquired in November 2010.



# Center Joint Unified School District Antelope View Charter School

Grades 6 through 12  
David DeArcos, Principal



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

## 2009-10 School Accountability Report Card *Published January 2011*

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

**Website Address**  
[www.centerusd.org](http://www.centerusd.org)

### 2010-11 Board of Trustees

Nancy Anderson  
Matthew Friedman  
Jeremy Hunt  
Kelly Kelley  
Donald Wilson

### District Administration

Scott Loehr  
Superintendent  
  
Craig Deason  
Assistant Superintendent  
  
George Tigner  
Chief Administrative Officer  
  
Jeanne Bess  
Director of Fiscal Services

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## Principal's Message

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

Antelope View Charter School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students 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 Antelope View Charter School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

## Mission Statement

The mission of the Antelope View Charter School is to provide students, who are committed to active participation in the educational process, a personalized learning experience that will prepare them for meaningful participation in a global community, using innovative, data driven instruction to develop citizenship and proficiency in the California Standards. Students will graduate equipped with:

- The knowledge and skills defined in the California State Standards.
- Technological skills to function effectively in contemporary society and the workforce of the 21st century.
- The personal skills needed to take a life-long active part in the world.
- An awareness of different nationalities and cultures.

## School Profile

Antelope View Charter School is located in the northwestern region of Antelope and serves students in grades six through twelve following a modified traditional calendar. At the beginning of the 2009-10 school year, 162 students were enrolled, including 10% in special education, 1% qualifying for English Language Learner support, and 52% qualifying for free or reduced price lunch. Antelope View Charter School achieved a 2010 Academic Performance Index (API) score of 686.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	11.73 %	Grade 6	9
Amer. Indian or Alaskan Native	0.00 %	Grade 7	18
Asian	0.62 %	Grade 8	25
Filipino	1.23 %	Grade 9	35
Hisp. or Latino	20.37 %	Grade 10	14
Pacific Islander	0.00 %	Grade 11	34
Caucasian	60.49 %	Grade 12	27
Multi-Racial	5.56 %		
Total Enrollment			162



# Student Achievement

## 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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

## California High School Exit Exam

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

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

## Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness results data was not available at the time of production of this report.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Antelope View Charter School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	41	42	41	48	52	55	46	50	52
Math	21	21	13	47	49	48	43	46	48
Science	41	32	44	48	48	60	46	50	54
Social Science	24	28	34	38	41	45	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Antelope View Charter School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	*	52	*	*	*	*
Math	*	*	*	*	*	*	*	*
Science	*	*	*	42	*	*	*	*
Social Science	*	*	*	25	*	*	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	CJUSD	Antelope View Charter School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	55		32	52	*	29	*	
Math	48		*	*	*	9	*	
Science	60		43	29	*	41	*	
Social Science	45		33	7	*	28	*	

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	0	100	71	7	93	73
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	0	100	73	*	*	*
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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



California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels								
	Antelope View Charter School			CJUSD			California	
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09 09-10
Language Arts			71	62.2	60.0	61	52.9	52.0 54
Math			73	65.4	61.1	66	51.3	53.3 53.4

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Fifth			
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			
	2007	2008	2009
Statewide Rank	4	3	3
Similar Schools Rank	8	4	1

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	-11	-5	22
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	-39	-9	36
<b>Other Subgroups</b>			
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	22
English Learners	*	*	*

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino		760	715
Pacific Islander			754
Caucasian	706	801	838
Multi-Racial		781	807
Economically Disadvantaged	687	760	610
English Learners		749	691
Students with Disabilities		600	580
All Students	686	786	767



## 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 2009-10 AYP cycle, high schools must achieve a 55.6% or higher proficiency rate in English/Language Arts and 54.8% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 680 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?		
AYP Indicator	AVCS	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

## 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 2009-10, Antelope View Charter School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status		
	AVCS	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 automated telephone messages, email, letters, parent conferences, progress reports, and the school website. Contact the school office manager at (916) 339-4690 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Classroom Helper  
Office Helper

### Committees

WASC Committee  
School Site Advisory Council  
Fundraising Committee

### School Activities

Back to School Night  
Open House  
Academic Award Assemblies  
Field Day

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Antelope View Charter School's original facilities were built in 1984. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs

necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

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

Every morning before school begins, the custodian and Principal inspect the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and no evening custodians are assigned to Antelope View Charter School. The day custodian is responsible for:

- Classroom cleaning
- General grounds maintenance
- Office area cleaning
- Restroom cleaning

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

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

## Deferred Maintenance

Antelope View Charter School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Antelope View Charter School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.



## Facilities Inspection

The district's maintenance department inspects Antelope View Charter School on an annual basis in accordance with Education Code §17592.72(c)(1). Antelope View Charter School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 20, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 20, 2010			
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 back door closer needs adjustment; Rm 6 window has round bebe hole; Rm 15 old handle; Rm 18 door hinge bent.
(4)	Rm 1 cracked floor tiles; Rm 9 broken ceiling tile; Rm 11 ceiling tiles stained; Rm 13 thread bare carpet; Rm 14 vertex wall guard has tear in fabric covering; Rm 20 closer needs adjusting.
(6)	Rm 22 peeling eve paint; Rm 23 peeling eve paint, old drape rods should be removed; Rm 24 stained ceiling tile, eve peeling; restrooms by office deficiency found.
(8)	Administration pole lights stuck on; Rm 14 diffuser missing; Rm 15 porch light has broken cover; Rm 20 broken diffuser.
(10)	Rm 22 fountain by door broken.
(13)	No playground, track needs dragging.
(15)	Restrooms by Rm 6 cobwebs, etc.

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

### Rating Description

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

## Campus Supervision

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

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

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Antelope View Charter School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February of 2010.

## Classroom Environment

### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	AVCS		
	07-08	08-09	09-10
Suspensions (#)	0	5	32
Suspensions (%)	0.00 %	3.01 %	19.75 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD High Schools		
	07-08	08-09	09-10
Suspensions (#)	180	263	332
Suspensions (%)	9.11 %	14.83 %	18.51 %
Expulsions (#)	6	12	17
Expulsions (%)	0.30 %	0.68 %	0.95 %

*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.*

## Class Size

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

Class Size Distribution Self-Contained Classes
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*2009-10 data not available at the time of production of this report*

## Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	*	*	*	*
Math	10.1	*	*	2
Science	*	*	*	*
Social Science	*	*	*	*
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	7.5	2	*	*
Math	28.7	4	*	2
Science	*	*	*	*
Social Science	*	*	*	*

*2009-10 data not available at the time of production of this report*

## Dropouts

Antelope View Charter School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or



behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, independent study, CAHSEE prep classes, consulting class, Parent Link, Student Success Team meetings, Monday school, and adequate academic progress. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2008-09 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) \* 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates				
	AVCS			
	06-07	07-08	08-09	
	Dropout Rate	17.9%	11.8%	9.5%
	Graduation Rate	88.9%	78.6%	90.5%
	GIUSD			
	06-07	07-08	08-09	
	Dropout Rate	3.6%	4.1%	7.2%
	Graduation Rate	88.6%	87.7%	81.0%
	California			
	06-07	07-08	08-09	
Dropout Rate	4.4%	3.9%	4.5%	
Graduation Rate	80.6%	80.2%	78.5%	

## Graduation Requirements

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2008-09**		
Antelope View Charter School	GIUSD	California
90.5 %	81.0 %	78.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

\* The state requires disaggregated data for numerically

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

\*\* Most current information available

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Antelope View Charter School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Antelope View Charter School held three staff development days devoted to:

- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Antelope View Charter School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, Antelope View Charter School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS - Early Literacy Skills
- Games Using MS Office Technology
- Amazing Openings-Opening Activities for Classrooms
- United Streaming-Technology
- Multimedia-Technology

Antelope View Charter School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. 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		
2007-08	2008-09	2009-10
3	3	3

### Instructional Materials

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

On Wednesday, August 18, 2010, 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. 3/2010-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 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
<b>English/Language Arts with ELD Materials</b>		
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
<b>History-Social Science</b>		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>McDougal Littell World History: Patterns of Interaction</i>	0 %
2006	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
<b>Language Arts</b>		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
<b>Math</b>		
2008	CPM Educational Program, <i>Algebra Connections</i>	0 %
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Algebra: Concepts, Skills, and Problem Solving</i>	0 %
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
2008	Houghton Mifflin, <i>Larson &amp; Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra 2</i>	0 %
<b>Science</b>		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2006	Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life, and Physical Science @2007</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table

illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### Admission Requirements for California Public Universities

#### University of California

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

#### California State University

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

Students Enrolled in UC/CSU Courses 2008-09*	
	%
Students enrolled in courses required for UC/CSU admission	100
Graduates who completed all courses required for UC/CSU admission	82.5

\*Most current data available

### Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Antelope View Charter School did not offer any advanced placement courses during the 2009-10 school year. Students returning to the comprehensive high school environment may participate in honors and advanced placement courses based upon individual academic proficiency levels.

### Workforce Preparation

Antelope View Charter School does not offer vocational education courses on campus. Career education and work readiness opportunities are available through elective

courses. Students may participate in Regional Occupational Programs (ROP) offered off campus through the 49er Regional Occupational Program Center. A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

## Professional Staff

### Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	1	.5
Psychologist	1	*
Speech Therapist	1	*

\* as needed

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2009-10 school year, Antelope View Charter School had 9 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 2009-10		
	Taught by NCLB- Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Antelope View Charter School	93.3 %	6.7 %
<b>District Totals</b>		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	AVCS			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	15	11	9	249
Teachers with full credentials	12	10	9	249
Teachers without full credentials	3	1	0	0
Teachers in alternate routes to certification	3	1	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	1	0	5
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	AVCS	CJUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	AVCS	CJUSD
Doctorate	0.0 %	1.2 %
Master's degree plus 30 or more semester hours	11.1 %	12.0 %
Master's degree	44.4 %	14.9 %
Bachelor's degree plus 30 or more semester hours	44.4 %	69.5 %
Bachelor's degree	0.0 %	2.4 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
<b>Average Principal Salaries:</b>		
High School	\$111,144	\$119,247
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%

### Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- 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 2008-09					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg. Dist. Same Size & Type	% Diff. School & State
	AVCS	CJUSD			
ADA*	166	5098	N/A	N/A	N/A
Total**	\$8,393	\$6,253	134.23	N/A	N/A
Restr.†	\$552	\$1,314	41.97	N/A	N/A
Unrestrict.††	\$7,842	\$4,938	158.79	\$5,681	138.03
Avg. Teacher Salary	\$50,740	\$66,508	76.29	\$57,352	88.47

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

### DataQuest

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

### Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2010. Those to prepare the school facilities section were acquired in November 2010.



# Center Joint Unified School District Global Youth Charter High School

Grades 9 through 12  
Shelly Hoover, Principal



3243 Center Court Lane  
Antelope, CA 95843  
PH: (916) 339-4680 FAX: (916) 339-4684

## 2009-10 School Accountability Report Card *Published January 2011*

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

**Website Address**  
[www.centerusd.org](http://www.centerusd.org)

### 2010-11 Board of Trustees

Nancy Anderson  
Matthew Friedman  
Jeremy Hunt  
Kelly Kelley  
Donald Wilson

### District Administration

Scott Loehr  
Superintendent

Craig Deason  
Assistant Superintendent

George Tigner  
Chief Administrative Officer

Jeanne Bess  
Director of Fiscal Services

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Classroom Environment  
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College Preparation & Work Readiness  
Professional Staff  
District Expenditures  
SARC Data

## Principal's Message

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

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

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

## Mission Statement

To provide educational opportunities for students that will include the ability to complete college coursework simultaneously while meeting California State Curriculum Standards.

## School Profile

Global Youth Charter High School is located in the northern region of Antelope and serves students in grades nine through twelve following a modified traditional calendar. At the beginning of the 2009-10 school year, 102 students were enrolled, including 4% qualifying for English Language Learner support and 61% qualifying for free or reduced price lunch. Global Youth Charter High School achieved a 2010 Academic Performance Index (API) score of 728 and met all 2010 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	26.47 %	Grade 9	38
Amer. Indian or Alaskan Native	0.00 %	Grade 10	29
Asian	3.92 %	Grade 11	23
Filipino	0.00 %	Grade 12	12
Hisp. or Latino	38.24 %		
Pacific Islander	0.00 %		
Caucasian	31.37 %		
Multi-Racial	0.00 %		
Total Enrollment			102



# Student Achievement

## 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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

## California High School Exit Exam

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

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 88% of Global Youth Charter High School's tenth grade students who took the test passed the math portion of the exam and 91% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

## Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness test results were not available at the time of production of this report.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Global Youth Charter High School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	39	41	60	48	52	55	46	50	52
Math	11	7	6	47	49	48	43	46	48
Science		21	*	48	48	60	46	50	54
Social Science	17	12	23	38	41	45	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Global Youth Charter High School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	*	92	*	54	*	*
Math	*	*	*	*	*	*	*	*
Science	*	*	*	*	*	31	*	*
Social Science	*	*	*	*	*	23	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Global Youth Charter High School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	55		45	71	*	51		
Math	48		*	*	*	9		
Science	60		38	25	*	29		
Social Science	45		30	10	*	22		

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	9	91	72	13	88	47
Male	18	82	55	9	91	27
Female	5	95	81	14	86	57
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	17	83	75	17	83	58
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	10	90	65	15	85	45
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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



California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels								
	Global Youth Charter High School			CJUSD			California	
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09 09-10
Language Arts	38.5	50.0	72	62.2	60.0	61	52.9	52.0 54
Math	23.1	35.0	47	65.4	61.1	66	51.3	53.3 53.4

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Fifth			
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			
	2007	2008	2009
Statewide Rank	2 *	4 *	4*
Similar Schools Rank	N/A	N/A	*

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

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	55	17	35
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	723
English Learners	*	*	*

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2010 Growth API		
	School	District	State
African-Amer.		737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino		760	715
Pacific Islander			754
Caucasian		801	838
Multi-Racial		781	807
Economically Disadvantaged	723	760	810
English Learners		749	691
Students with Disabilities		600	580
All Students	728	786	767



## 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 2009-10 AYP cycle, high schools must achieve a 55.6% or higher proficiency rate in English/Language Arts and 54.8% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 680 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?		
AYP Indicator	GYCHS	CJUSD
Overall Results	Yes	No
<b>Participation Rate</b>		
Language Arts	Yes	Yes
Math	Yes	Yes
<b>Percent Proficient</b>		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

## 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 2009-10, Global Youth Charter High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	GYCHS	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 email, flyers, letters, parent conferences, progress reports, the school website, automated telephone message system, and Monday message emails (English & Spanish). Contact the school office at (916) 339-4680 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone  
Classroom Helper  
Fundraising Activities  
Office Helper  
Organize Field Trips  
Order Supplies  
Student Activities

### Committees

Athletic Booster Clubs  
Parent Teacher Club  
School Advisory Committee

### School Activities

Back to School Night  
Open House  
Parent Education Workshops  
Dinners  
Food Drives  
Monthly School Rallies

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Global Youth Charter High School's original facilities were built in 1986. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Exterior painting projects
- Replacement of worn flooring
- Replacement of classroom paneling
- Remodeling of restrooms
- Landscaping

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and no evening custodians are assigned to Global Youth Charter High School. The day custodian is responsible for:

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

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

Campus Description	
Year Built	1988
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	18
Portable Classrooms	0
Restrooms (sets)	1
Multipurpose Room/Cafeteria	1
Basketball Court/Track/Soccer Field	1
Computer Lab	1
Playground	1
Staff Lounge / Workroom	1

## Deferred Maintenance

Global Youth Charter High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Global Youth Charter High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

## Facilities Inspection

The district's maintenance department inspects Global Youth Charter High School on an annual basis in accordance with Education Code §17592.72(c)(1). Global Youth Charter High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, October 21, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.



School Facility Good Repair Status Most Recent Inspection: Thursday, October 21, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)		✓	
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Rm 25 heat pump vandalized no compressor; Rm 27 heat pump vandalized no compressor; Rm 26 heat pump vandalized no compressor.
(3)	MP rm skylight cracked, door hardware old; Rm 32 some window trim missing; Rm 28 old round door knob.
(4)	Rm 41 ceiling tile stained; kitchen floor chipped and stained; MP rm locker room light cover bad; Rm 50 ceiling tile stained, light cover missing, carpet bad; Rm 35 vertex torn; Rm 34 vertex torn; Rm 31 light diffuser cracked.
(5)	Kitchen cleaners rinse additive bleach, etc.
(6)	Rm 34 missing blocker between buildings; Rm 33 blocker between buildings missing and brush growing there.
(10)	Rm 50 drinking fountain on irrigation line no back check controlled by grounds, off for safety.

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

#### Rating Description

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

#### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each

morning, the principal and teachers patrol the campus, entrance areas, and designated common areas. The principal, custodian, and parent volunteers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal and office staff monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

#### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Global Youth Charter High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2010.

### Classroom Environment

#### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	GYCHS		
	07-08	08-09	09-10
Suspensions (#)	1	0	10
Suspensions (%)	1.33 %	0.00 %	9.80 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD High Schools		
	07-08	08-09	09-10
Suspensions (#)	180	263	332
Suspensions (%)	9.11 %	14.83 %	18.51 %
Expulsions (#)	6	12	17
Expulsions (%)	0.30 %	0.68 %	0.95 %

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

#### Teaching Load

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

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

Teaching Load Distribution Departmentalized Instruction				
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	21.8	2	2	•
Math	20.3	1	2	•
Science	•	•	•	•
Social Science	18.5	3	1	•
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	15	4	•	•
Math	15.5	3	1	•
Science	20.0	2	1	•
Social Science	16.5	2	•	•

2009-10 data not available at the time of production of this report

#### Dropouts

Global Youth Charter High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, and referral to an alternative high school setting. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2008-09 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) \* 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.



Graduation & Dropout Rates			
	GYCHS		
	08-07	07-08	08-09
Dropout Rate	2.1%	5.3%	17.3%
Graduation Rate	0.0%	100.0%	48.7%
	CJUSD		
	06-07	07-08	08-09
Dropout Rate	3.6%	4.1%	7.2%
Graduation Rate	88.6%	87.7%	81.0%
	California		
	06-07	07-08	08-09
Dropout Rate	4.4%	3.9%	4.5%
Graduation Rate	80.6%	80.2%	78.5%

## Graduation Requirements

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2008-09**		
Global Youth Charter High School	CJUSD	California
48.7 %	81.0 %	78.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

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

\*\* Most current information available

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Global Youth Charter High School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Global Youth Charter High School held three staff development days devoted to:

- Data Analysis
- Instructional Strategies
- Culturally Responsive

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Global Youth Charter High School supports ongoing professional growth

throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, Global Youth Charter High School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS-Early Literacy Skills
- Amazing Openings-Opening Activities for Classrooms
- Games Using MS Office-Technology
- United Streaming-Technology
- Multimedia-Technology

Global Youth Charter High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. 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		
2007-08	2008-09	2009-10
3	3	3

### Instructional Materials

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

On Wednesday, August 18, 2010, 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. 3/2010-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the

sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 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
<b>History-Social Science</b>		
2008	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2008	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2008	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
<b>Language Arts</b>		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
<b>Math</b>		
2008	CPM Educational Program, <i>Basic Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Houghton Mifflin, <i>Larson &amp; Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
<b>Science</b>		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

## College Preparation & Work Readiness

### College Preparation Courses

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

### Admission Requirements for California Public Universities

#### University of California

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



requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

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

Students Enrolled in UC/CSU Courses 2008-09*	
	%
Students enrolled in courses required for UC/CSU admission	0
Graduates who completed all courses required for UC/CSU admission	0

\*Most current data available

#### Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Global Youth Charter High School did not offer any advanced placement courses during the 2009-10 school year because of students' ability to take courses at ARC.

#### Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the principal and teachers to discuss their four-year academic plan and are introduced to Global Youth Charter High School's technical and career education programs; the principal and teachers meets twice a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Global Youth Charter High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs

Individual student assessment of work readiness skills takes place through:

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

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

Career Technical Advisory Committee (ROP) 2009-10	
Advisory Committee Representative	Industry
Sacramento COE	Health Science and Medical Terminology
Sacramento COE	Marketing, Sales and Service
Sacramento COE	Public Services
Sacramento COE	Transportation

## Professional Staff

#### Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	0	0
Nurse	1	*
Psychologist	1	*
Resource Officer	1	*
Speech Therapist	1	*

\* as needed  
FTE = Full-Time Equivalent

#### Teacher Assignment

During the 2009-10 school year, Global Youth Charter High School had 5 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 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Global Youth Charter High School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	GYCHS			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	3	4	5	249
Teachers with full credentials	2	4	5	249
Teachers without full credentials	1	0	0	0
Teachers in alternate routes to certification	2	1	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	5
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	GYCHS	CJUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	GYCHS	CJUSD
Doctorate	0.0 %	1.2 %
Master's degree plus 30 or more semester hours	40.0 %	12.0 %
Master's degree	0.0 %	14.9 %
Bachelor's degree plus 30 or more semester hours	60.0 %	69.5 %
Bachelor's degree	0.0 %	2.4 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$85,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
<b>Average Principal Salaries:</b>		
High School	\$111,144	\$119,247
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%

### Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- 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 2008-09					
	Dollars Spent per Student				
	GYCHS	CJUSD	% Diff School & Dist	State Avg. Dist Same Size & Type	% Diff School & State
ADA*	79	5098	N/A	N/A	N/A
Total**	\$7,668	\$6,253	122.64	N/A	N/A
Restr.†	\$689	\$1,314	52.44	N/A	N/A
Unrestr.††	\$6,979	\$4,938	141.32	\$5,681	122.85
Avg. Teacher Salary	\$48,922	\$66,508	73.56	\$57,352	85.30

\* 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 located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Global Youth Charter High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2010. Those to prepare the school facilities section were acquired in November 2010.



AGENDA ITEM # **XV-11**

## Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Antelope View Charter School

**Action Item**

**Date:** January 24, 2011

**Information Item**

**To:** Board of Trustees

**From:** David DeArcos

**Principal's Initials:**

DD.

**SUBJECT:**

We are submitting our Safe School and Emergency Preparedness Plan for Board Approval.

**CONSENT AGENDA**

AGENDA ITEM # **XV-11**



# **ANTELOPE VIEW CHARTER SCHOOL**



## **Safe School And Emergency Preparedness Plan**

**Center Unified School District  
Antelope, CA**

Revised 2010-2011 School Year



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## Emergency Preparedness Plan Signature Sheet

**Antelope View'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
_____	Principal	_____
_____	Teacher	_____
_____	Teacher	_____
_____	Teacher	_____
_____	Administrative Assistant	_____
_____	Parent	_____
_____	Student	_____



## **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.



**(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



## **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 cell phone. The custodian keeps a personal cell phone with him at all times.

### **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, the Safe School Sheriff, and the Superintendent.

## **DRILLS**

The principal shall hold fire drills and intruder alert drills monthly to ensure 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 on the campus, 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 sounds. Drills will also be carried out for quick evacuation of the Upper Gym/Cafeteria. The school secretary will be responsible to notify the Sacramento Fire Department and the Safe School Sheriff as necessary.



## **INCIDENT COMMAND SYSTEM**

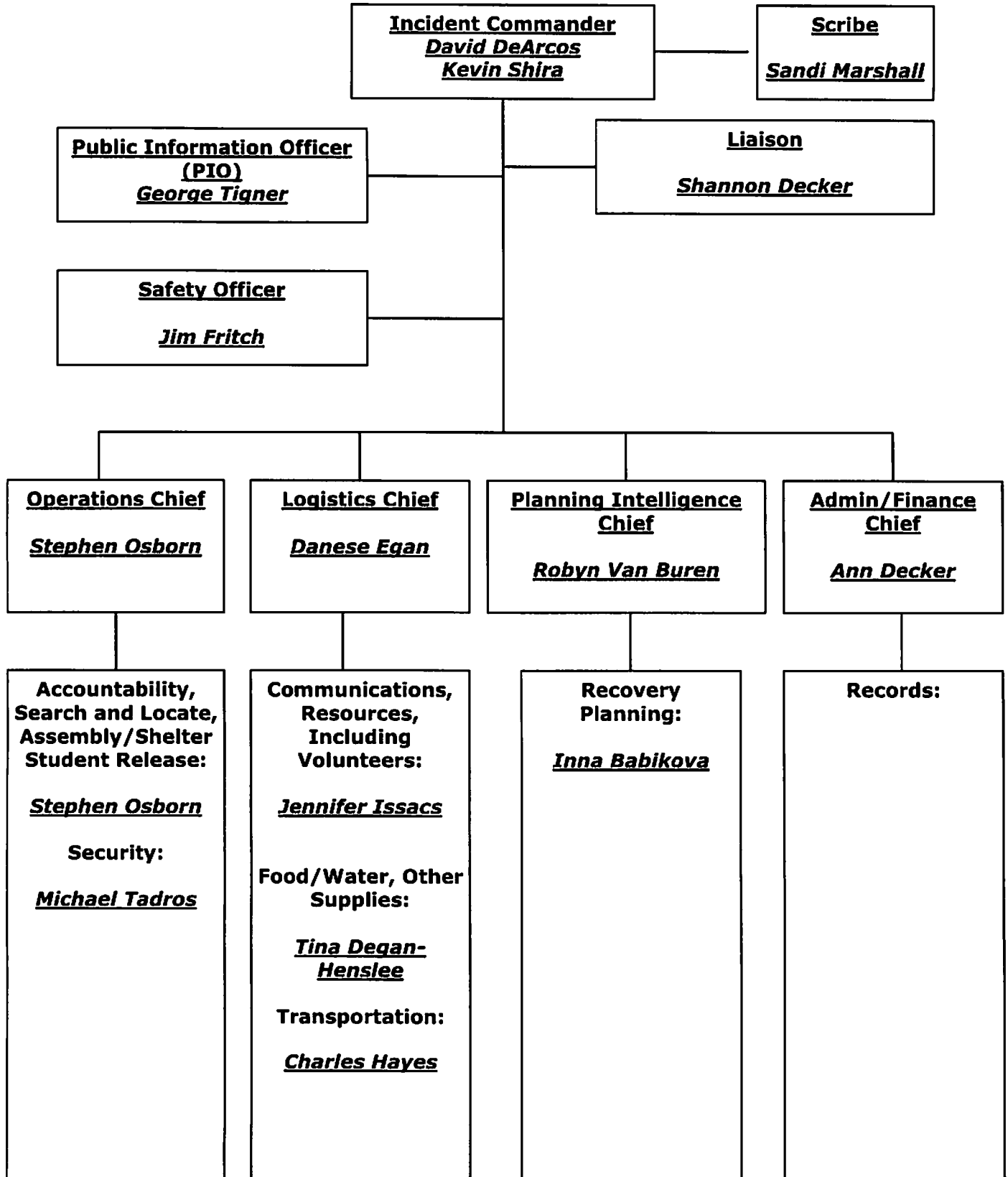
**The Incident Command System (ICS), is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility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

Tasks needed to successfully handle critical incidents are delegated to various managers of the Crisis Management Team, 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.



# Antelope View INCIDENT COMMAND SYSTEM





## **Antelope View Incident Command Descriptions**

### **Incident Commander**

The Incident Commander is the overall leader during an emergency incident. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

### **Liaison**

The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies.

### **Scribe**

The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

### **Operations Chief**

The Operations Chief manages the members of the operations team. The chief reports directly to the Liaison. This group is the "Doers" they perform the "hands on" response.

### **Accountability**

The accountability team checks attendance for that day for both students and adults (everyone on campus). The team leader will provide a report to the operations chief.

### **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.

### **Logistics Chief**

The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

### **Communications**

This team will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes, relay information to section chiefs, staff, and parent.

### **Resources**

This team is responsible for locating and acquiring needed resources, including people.

### **Food/Water and Other Supplies**

This team will provide these items as needed.

### **Transportation**

Responsibilities for this team include: arranging for buses, supervising loading and moving of buses, or arranging alternative forms of transportation as needed.

### **Planning Intelligence**

The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.



## EOC Message Form

EOC Message Form																																				
<b>Date</b>	<b>Priority (Circle one)</b> <div style="display: flex; justify-content: space-around;"> <span><b>EMERGENCY</b> (Life Threatened)</span> <span><b>URGENT</b> (Property Threatened)</span> <span><b>ROUTINE</b> (All Others)</span> </div>																																			
<b>Time</b>																																				
<b>TO</b>	<b>Name</b> <hr/> <b>Title</b> <hr/> <b>Location</b> <hr/>	<b>FROM</b>	<b>Name</b> <hr/> <b>Title</b> <hr/> <b>Location</b> <hr/>																																	
<b>Check One</b> <input type="checkbox"/> Take Action <input type="checkbox"/> For Information <input type="checkbox"/> Other																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Category</th> <th style="width: 10%;">Number</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td>A.</td> <td># _____</td> <td>Fatalities</td> </tr> <tr> <td>B.</td> <td># _____ Minor</td> <td>Injuries Minor: In need of First Aid attention only</td> </tr> <tr> <td>C.</td> <td># of Injured</td> <td>Injuries (Ambulance)</td> </tr> <tr> <td></td> <td># _____ Major</td> <td>Major: Unable to treat on site i.e. airway &amp; breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.</td> </tr> <tr> <td></td> <td></td> <td>Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage</td> </tr> <tr> <td>D.</td> <td># _____ Moderate Circle one</td> <td>Property Damages</td> </tr> <tr> <td></td> <td>Major</td> <td>Major damage: building collapse, building leaning, major ground movement causing large cracks in ground</td> </tr> <tr> <td></td> <td>Moderate</td> <td>Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines)</td> </tr> <tr> <td></td> <td>Minor</td> <td>Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.</td> </tr> <tr> <td>E.</td> <td>Minor ____ Ambulance ____ PG&amp;E ____ Other</td> <td>Resources Needed ____ Other: (describe)</td> </tr> </tbody> </table>				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.	Minor ____ Ambulance ____ PG&E ____ Other	Resources Needed ____ Other: (describe)
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↑ <small>Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.</small>																																				
<b>Additional Information:</b> <hr/>																																				
<b>Disposition:</b> <hr/>																																				
<b>Action Requested By:</b> (Name)		<b>Time Action provided:</b> 																																		



# **CRISIS RESPONSE**

## **EVACUATIONS**

### **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 (Site evacuation location), 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 people to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

### **BUILDING EVACUATION**

1. The front parking lot and rear athletic field are the designated assembly areas.
2. Immediately upon hearing the Fire Alarm signal, students, faculty, and others in the building shall evacuate their buildings via prearranged evacuation routes, quickly, quietly, and in single file. The last person out of each room shall pull the door closed, but will not lock it. All will proceed to their designated assembly area.
3. Students with special needs will be assisted by one or two other students or an adult aide.
4. Students will take nothing with them.
5. If the regular exit is blocked, the teacher will lead the group to an alternate exit.
6. During passing periods, students shall go directly to the closest assembly area.
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 or Administrative Assistant. 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 the grassy area at the edge of the front parking lot.

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 Administrative Assistant.

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: David DeArcos  
 Alternate: Sandi Marshall  
 Alternate: Ann Decker

### Exit the Building

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

### Evacuation Instructions

#### Teachers

- Take class lists, and red/green cards.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to the pre-designated area. 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

- Leave **ALL** personal items in classroom.
- Follow teacher and exit in a quiet and orderly manner.
- Exit with their teacher, or if alone, exit the nearest unblocked exit.
- Remain with the class with which you exited.

#### Staff Not Assigned To Classrooms

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

#### Principal or Designee

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

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

- Instruct teachers to:
  - Release students using predetermined procedures.



## **LOCKDOWN PROCEDURE**

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

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

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

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

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

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



## **CHEMICALS**

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

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

## **EARLY DISMISSAL**

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

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

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

Follow the "Release of Students to Parents" plan.

## **RELEASE OF STUDENTS TO PARENTS**

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the ONLY adults the students will be released to. Any other adult showing up may stay WITH the student, but he/she will NOT be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

PRIOR to the APPROVED adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.



**STUDENT RELEASE FORM**

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

Date\_\_\_\_\_Time\_\_\_\_\_

Teacher\_\_\_\_\_

Room #\_\_\_\_\_Grade\_\_\_\_\_

**PERSON CHECKING OUT STUDENT:**

Signature\_\_\_\_\_

-----

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

Name\_\_\_\_\_

Address\_\_\_\_\_

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

-----

**STUDENTS UNACCOUNTED FOR**

Teacher's Name\_\_\_\_\_Grade\_\_\_\_\_Room\_\_\_\_\_

Students unaccounted for:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## INFORMING PARENTS

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

This section is about the information sent home to parents at various times of the year to inform them of their responsibilities in the event of an emergency. Since the Emergency Response Plan is too long to mail out to all parents, the entire plan will be available in the office for parental review. We will send home parts of this plan to obtain their help

At the beginning of the school year we will send home the following information:

Dear Parents:

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

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

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire that requires evacuation, students will be evacuated to the grassy area at the outer edge of our front parking lot. If possible, notification will be sent to parents through the automatic dialing system, otherwise, parents will be informed by school officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be re-united with parents.

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

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



## **BOMB THREAT PROCEDURES**

### **I. Office Personnel**

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

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

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

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

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

- 3. Note the time that the call was received, and immediately notify the Principal (Mr. DeArcos) or Administrative Assistant (Sandi Marshall).
- 4. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

### **II. Administration**

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

- A. Notify teachers to evacuate their rooms by announcing "code red" followed by the fire drill signal. All students should be at least 500 ft. away from the building.
- B. Wait for the Sheriff's unit to arrive. Assist the officers as needed.
- C. Provide a designated employee (s) to assist law enforcement in search of suspicious objects on school grounds.
- D. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
  - i. Students will exit campus if the decision to evacuate is made.



- E. Maintenance, Operations, & Transportation will be called to provide buses for students if necessary.

### III. Teachers

- A. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- B. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- C. Keep your group together and walk with them to the evacuation area. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- D. When you hear the all clear signal (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.



# BOMB THREAT FORM

## RECEIVING A BOMB THREAT

### INSTRUCTIONS:

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

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

Exact words of caller:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Questions to Ask

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

### Caller's Voice (Circle):

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

### Voice Description (Circle):

Male	Female
Calm	Nervous
Young	Old
Rough	Refined
	Middle-Aged

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

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

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

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

### Background Noises (Circle):

Music TV  
 Traffic Running Motor (type) \_\_\_\_\_



Horns                      Whistles                      Bells  
Machinery              Aircraft                      Tape Recorder              Other\_\_\_\_\_

Additional Information:

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

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



## THREATENING PHONE CALL FORM

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

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

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

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

Person Receiving the call

Person monitoring the call

Department \_\_\_\_\_

Department \_\_\_\_\_

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

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 student will take the code to the nearest classroom. This code should be pre written on a slip of paper and kept somewhere near an exit. If you have two exits, then have two codes in place. Everyone needs to know where codes are kept in each room he/she will be teaching in. Students should be aware of where the code is kept and what it means. The code phrase is "Mr. Q. Dial 1," followed by the number of **YOUR** classroom. 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.
4. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
5. Try to obey all commands of the terrorist/intruder.
6. 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 number of the classroom 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, away from the windows.
7. Office will immediately dial 911 and call the safe school officer.
8. 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, lab, 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, Administrative Assistant, 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. If this is a possibility, the staff will hear, "Mr. Q. Dial 1, Mr. Q. Dial 1 HEMLOCK."
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 MEALS OR PASSING PERIODS:**

1. Any staff member who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will inform the office immediately.
2. The office will announce the code "Mr. Q. Dial 1, OUTSIDE LINE, Mr. Q. Dial 1, OUTSIDE LINE." This indicates that the situation is occurring somewhere outside. The Duck and Cover signal will sound to alert all students who are outside. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students hearing the Duck and Cover signal will go to the nearest classroom and follow instructions.
4. 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 campus 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 out of the open 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 Safe School 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 Safe School Officer.
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 Lab

The lab is to be equipped, as its needs require, for proper fire control and for emergency purposes. A fire extinguisher is located on the wall directly behind the printers.

### Lunchroom and Kitchen

1. Emergency preparedness to control fire in school kitchen area:



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 Administrative Assistant 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 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. 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 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 Administrative Assistant 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 office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.



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

Although some staff members are trained in basic first aid, and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

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

### **FIRST AID STATIONS:**

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency this will be used, but the multi-purpose room will be used also.

### **RESCUE:**

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

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

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

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

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

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

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



## FIRST AID INSTRUCTIONS

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

### ABDOMINAL PAIN

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

### ARTIFICIAL RESPIRATION

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

## DOG, OR OTHER ANIMAL, BITES

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control enter. Give description of the animal and name and address of the victim.
4. Complete the **Report of Student Accident Form**.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

## EARS

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.



## **ELECTRIC SHOCK**

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

## **EYES**

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

## **FAINTING**

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, and disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between the knees.

## **FRACTURE**

**Bone Fracture** (unless in imminent danger, do not move the individual)

**Closed Fracture:** The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

**Compound Fracture:** Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back in to place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back in to place.
4. Do not permit the victim to walk about.
5. Notify Parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

## **FROSTBITE**

1. The frostbitten area will be slightly reddened with a tingling sensation pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.



2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees.) Don't rub the area nor break the blisters.

## **HEAD INJURY**

### **1. Symptoms**

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more of extremities
- Difference in size of pupils of the eyes

### **2. First Aid of Head Injuries:**

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

## **HEART ATTACK**

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration, indicating shock. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

## **NOSEBLEEDS**

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled. Medical help is needed. Maintain pressure on nose until a doctor is present.

## **PANDEMIC FLU PLAN**

### **Seasonal Flu**

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

### **Mild to Moderate Pandemic**

- Caused by new influenza virus that has not previously circulated and can be easily spread.



- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

### **Severe Pandemic**

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.

- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water or soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended  
Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

### **Social distancing**

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wiping phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily

Open windows if weather permits while room is occupied or while students leave the room for lunch. Possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://www.pandemicflu.gov) for new and updated information

## **POISONING**

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

## **PUNCTURE WOUNDS (knife and gunshot)**

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds.

Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection;



severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, **DO NOT REMOVE IT.**

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

## SEIZURE

This can be an alarming sight; a person whose 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.



## **ACTION PLAN**

### **The School Climate:**

#### **An action plan for people and programs reflecting the school's social environment**

Our school provides a nurturing environment where students can reach their highest potential academically, socially, emotionally, and physically. We strive to develop a sense of belonging and acceptance in every student attending Antelope View.

#### **Objective 1: Create a nurturing school environment**

New and existing programs will provide students with opportunities to develop a sense of belonging.

##### **1) Related Activities**

- Adult/Student mentoring
- Campus monitoring

#### **Objective 2: Provide clear, consistent realistic school rules and expectations**

Students will receive clear, consistent, realistic school rules and expectations.

##### **1) Related Activities**

- Parent/Student handbooks are given out at the beginning of the school year stating all rules and expectations
- Information provided at Back to School Night
- School Web site provides information about the school
- Teachers provide copies of their classroom management system and behavior expectations

#### **Objective 3: Open communication among staff, students, and parents**

There will be open communication among the staff, students and families at Antelope View

##### **1) Related Activities**

- Parent/Student handbooks are sent home at the beginning of the year
- AVCS Web site features school calendar of events, staff email addresses Aeries Homelink
- Email available to all staff
- Absent students are called every day
- Automated phone system calls families to remind them of important dates
- Teachers provide parents with a copy of their classroom management system and behavior expectations



## **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 as it relates to emergency procedures**

#### **1) Related Activities**

- Monthly fire safety drills
- Duck and cover drills
- Signs are posted at entrances stating visitors must sign in at the office
- Visitors must wear a "visitor badge"
- Safe schools sheriff available within the district

### **Objective 2: Student safety as it relates to daily routines**

#### **1) Related Activities**

- School rules are gone over at the beginning of the year
- All staff on campus supervise students

### **Objective 3: Student safety as it relates to student health and well being**

#### **1) Related Activities**

- Notification of contagious diseases is facilitated by district's nurse
- Shot records are reviewed and updated by district's nurse



## **The Social Environment:**

**An action plan to maintain the school's organizational structure**

### **Objective 1: Successful operation of the school through staff**

#### **1) Related Activities**

- Staff is encourage to share in the decision-making process
- Staff development opportunities are offered by the district
- Staff members work collaboratively to enforce school rules and procedures
- Staff members communicate with families via email and phone calls
- Administration has open door policy for direct communication by staff, students, and parents
- Our technology coordinator works with staff to ensure all technical equipment is maintained and running smoothly



**SITE-SPECIFIC ITEMS**



<b>SUSPECTED CHILD ABUSE REPORT</b>		<b>To Be Completed by Reporting Party Pursuant to Penal Code Section 11166</b>	
<b>A. CASE IDENTIFICATION</b>		<b>TO BE COMPLETED BY INVESTIGATING CPA</b>	
		VICTIM NAME: _____	
		REPORT NO./CASE NAME: _____	
		DATE OF REPORT: _____	
<b>B. REPORTING PARTY</b>	NAME/TITLE _____		
	ADDRESS _____		
<b>C. REPORT SENT TO</b>	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION		
	AGENCY _____ ADDRESS _____ OFFICIAL CONTACTED _____ PHONE ( ) _____ DATE/TIME _____		
<b>D. INVOLVED PARTIES</b>	<b>SIBLINGS</b>	NAME (LAST, FIRST, MIDDLE) _____ ADDRESS _____ BIRTHDATE _____ SEX _____ RACE _____	
		PRESENT LOCATION OF CHILD _____ PHONE ( ) _____	
	<b>PARENTS</b>	1. NAME _____ BIRTHDATE _____ SEX _____ RACE _____	
		2. NAME _____ BIRTHDATE _____ SEX _____ RACE _____	
		3. NAME _____ BIRTHDATE _____ SEX _____ RACE _____	
		4. NAME _____ BIRTHDATE _____ SEX _____ RACE _____	
		5. NAME _____ BIRTHDATE _____ SEX _____ RACE _____	
		6. NAME _____ BIRTHDATE _____ SEX _____ RACE _____	
		NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____	
		ADDRESS _____ ADDRESS _____	
HOME PHONE ( ) _____ BUSINESS PHONE ( ) _____ HOME PHONE ( ) _____ BUSINESS PHONE ( ) _____			
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. <input type="checkbox"/>		
	1. DATE/TIME OF INCIDENT _____ PLACE OF INCIDENT (CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED		
	IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION		
	2. TYPE OF ABUSE: (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER		
	3. NARRATIVE DESCRIPTION:		
	4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:		
	5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD		

SS 8572 (Rev. 1/83)

**INSTRUCTIONS AND DISTRIBUTION ON REVERSE**

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is **not** unfounded.

Police or Sheriff-WHITE Copy; County Welfare or Probation-BLUE Copy; District Attorney-GREEN Copy; Reporting Party-YELLOW Copy



### **Williams Uniform Complaint Procedure**

#### **NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS**

**Parents/Guardians, Pupils, and Teachers:**

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form can be obtained at the school office, district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site:  
<http://www.cde.ca.gov/re/cp/uc>.

(8/05 11/05) 11:07



## Exhibit 2

**COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)



### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provided a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity. \*\*\*

In its publication entitled Hate-Motivated Behavior in Schools, the California Department of Education defines hate-motivated behavior as an act, or attempted act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults. \*\*\*

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively. \*\*\*

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade and individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)



## **Nondiscrimination/Harassment**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel  
8408 Watt Avenue  
Antelope, California 95843  
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.



## CENTER UNIFIED

## SUSPENSION NOTICE

Date \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Student \_\_\_\_\_ DOB \_\_\_\_\_ Parent \_\_\_\_\_

Address \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Teacher \_\_\_\_\_

Special Education: ☐ YES ☐ NOSUSPENSION FROM SCHOOL: ☐1 ☐2 ☐3 ☐4 ☐5 Date(s) of Suspension \_\_\_\_\_ Date to Return to School \_\_\_\_\_Number of DAYS suspended accumulated with this suspension: ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10☐11 ☐12 ☐13 ☐14 ☐15 ☐16 ☐17 ☐18 ☐19 ☐20Number of TIMES suspended accumulated with this suspension: ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

PARENT/PUPIL/PRINCIPAL CONFERENCE: Date \_\_\_\_\_ Time \_\_\_\_\_

EXTENDED SUSPENSION: ☐ YES ☐ NO Parent/Pupil Notification Date: \_\_\_\_\_ Time \_\_\_\_\_**EDUCATION CODE, SECTION 48900:**

- ☐ (a-1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- ☐ (a-2) Willfully used force or violence upon the person of another, except in self-defense
- ☐ (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission from a certificated school employee, which is concurred in by the principal or the designee of the principal
- ☐ (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind
- ☐ (d) Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant
- ☐ (e) Committed robbery or extortion
- 
- ☐ (f) Caused or attempted to cause damage to school property or private property
- ☐ (g) Stolen or attempted to steal school property or private property
- ☐ (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, dove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products
- ☐ (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- ☐ (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- ☐ (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of duties.
- ☐ (l) Knowingly received stolen school property or private property.
- ☐ (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ☐ (n) Committed or attempted to commit a sexual assault as defined in Section 261, 268c, 266, 268a, or 269 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- ☐ (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- ☐ 48900.2 Committed sexual harassment as defined in Education Code 212.5, provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment. This ground for suspension/expulsion shall not apply to students enrolled in grades K through 3



- ☐ 48900.3 Attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5.
- ☐ 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- ☐ 48900.7 Made terrorist threats against school officials or school property, or both.

**EDUCATION CODE 48915 - Mandatory expulsion recommendation and mandatory expulsion:**

- ☐ (c-1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- ☐ (c-2) Brandishing a knife at another person.
- ☐ (c-3) Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.
- ☐ (c-4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

**EDUCATION CODE 48915 - Mandatory expulsion recommendation (unless inappropriate) and discretionary expulsion:**

- ☐ (a-1) Causing serious physical injury to another person, except in self-defense.
- ☐ (a-2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- ☐ (a-3) Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- ☐ (a-4) Robbery or extortion.
- ☐ (a-5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

**FACTS LEADING TO DECISION TO SUSPEND \_\_\_\_\_**

**TO THE PARENTS/GUARDIAN:** This suspension has been issued in compliance with the Education Code of the State of California, Sections 48900, 48910 and 48911. The reason for this suspension has been explained to the pupil, and he/she has had an opportunity to explain his/her version of the incident. Pursuant to Section 48911, the parent or guardian is required to respond without delay to a school official's request for a conference regarding this suspension, please telephone 338-6470. The student's parent or guardian has a right to have access to the pupil records as provided by Section 49069.

**PLEASE NOTE:** DURING THIS PERIOD OF SUSPENSION FROM SCHOOL, THE PUPIL MUST NOT BE ON OR NEAR ANY SCHOOL CAMPUS, OR MAY BE SUBJECT TO ARREST.

For offenses 48900 A-E and 48915 refer to Action Subject to Expulsion Form.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

and/or

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

Copies: Original - Parent, Pink - Superintendent, Goldenrod - School

tg 8 88



*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

**Action Item**   X  

**Date:** February 16, 2011

**Information Item**       

**From:** Craig Deason, Assist. Supt.

**# Attached Pages**   3  

**Assist. Supt. Initials:**   CD  

**SUBJECT: USE AGREEMENT FOR HIGHLANDS SPORTS COMPLEX**

Facilities and Operations requests Board approval for entering into an agreement with the North Highlands Recreation and Park District to use the baseball fields and adjacent parking, as well as other facilities, at the Highlands Sports Complex. This agreement allows CJUSD to use the facilities for high school baseball games and/or practices. This agreement will be in effect for one season only, January 28 through May 31, 2011.

CJUSD will pay a \$400.00 deposit for maintenance, the remaining balance to be refunded at the end of the season. Rental fees have been waived by NHR&P District.

**RECOMMENDATION:** That the Board of Trustees approves the Use Agreement for the Highlands Sports Complex.

**CONSENT AGENDA**



## **NORTH HIGHLANDS RECREATION AND PARK DISTRICT**

### **USE AGREEMENT FOR HIGHLANDS SPORTS COMPLEX**

This agreement for use of the Highlands Sports Complex for the 2011 High school baseball season is made between the North Highlands Recreation and Park District, hereinafter referred to as the "District" and the Center Unified School District, hereinafter referred to as "Center". The season will begin on January 28, 2011 and end on May 31, 2011. This agreement gives use of the baseball fields and adjacent parking and other facilities at the Highlands Sports Complex to Center for the purpose of conducting high school baseball games and/or practices. Such use is for one season only as stated above from January 28 through May 31, 2011.

#### **Insurance:**

Center shall, at its sole cost and expense, procure and maintain in full force and effect, during the term of this Lease or any renewal thereof, a commercial general liability insurance policy insuring against direct or indirect liability for personal injury, wrongful death or property damage occasioned by reason of the operations of Center upon, in, or around the leased premises. Said policy shall have a single limit of one million (\$1,000,000) dollars, shall name the District as additional insured and shall provide for ten (10) days advance written notice to the District prior to cancellation.

#### **Indemnification:**

Except to the extent a claim asserts a willful or intentional wrongful act by the District or its employees, agents or volunteers, Center shall indemnify, defend, protect and hold harmless the District and its officers, employees, agents and volunteers, from and against any and all liability, loss damage, expense penalties and cost (including attorney's fees and litigation expenses) arising out of or in connection with the occupancy, use or control of the premises by Center and its officers, employees, agents, volunteers, guests and invitees. Center will defend and indemnify the District for any liability arising out of its failure to fingerprint, screen and perform criminal background checks on employees or volunteers who work in association with minors while utilizing District facilities.

#### **Deposit:**

Center will provide the District with a \$400.00 deposit before the start of the season (per the above dates). This deposit will be used for any maintenance performed by District personnel beyond the terms of items 2 and 3 in the Conditions section of this agreement. The District will notify Center of any work performed by District staff and provide them an accounting of the dates and hours worked. This deposit minus any necessary deductions will be returned to Center at the close of the season.

#### **Fees and Charges:**

The District agrees to waive rental fees for use of the baseball fields by Center.



**Conditions:**

The following conditions are mutually understood and agreed to by both parties:

1. Request for Highlands Sports Complex usage must be made in writing to the District at the beginning of each season. Usage of fields and dates of use shall be approved by the District Administrator, who has the authority to suspend usage of any field when in the best interest of the District.
2. It is understood and agreed that Center shall be responsible for cleanup of all debris from any food consumed after each use. Center further agrees to pay the District, at the established hourly rate, for any necessary cleanup of food product debris that Center neglected to provide.
3. It is understood and agreed Center shall prepare and maintain the field(s) and surrounding areas used for the length of the permit i.e. infields, backstops, fences and bleachers, and that the District shall be responsible for only mowing and watering of fields. Further, it is understood that Center is responsible for any damage done to surrounding houses, schools and/or businesses as a result of use of the fields by Center.
4. It is understood and agreed that work to be done by Center, other than general maintenance and upkeep, must be approved by the District Administrator. It is further understood and agreed that before any general maintenance begins at the start of the season it must be approved by the District Administrator.
5. It is understood and agreed that any expense incurred by Center to cover the cost of maintenance will not be the responsibility of the District.
6. It is understood and agreed that the District shall pay for a normal amount of refuse removal and that Center shall be responsible for all other expenses incurred by any food consumption. The District agrees to allow Center to remove the trash at the end of every practice and games, by their own means. However, if the District is not satisfied with the results of this arrangement, Center will be required to provide, at their expense, garbage dumpsters during the months of their use. Center will empty the trash cans into the dumpster every evening after practice or games.
7. Center will, at their expense, provide and maintain portable toilets. They will be responsible for removal at the end of the season. If they are damaged or destroyed, Center will be responsible for cost and/or for clean up.
8. Under no circumstances may Center post any signs, install permanent scoreboards, install fencing, or make any improvements without the express written consent of the District Administrator. If approval is given for fencing or



installation of a scoreboard, it must meet District safety standards and must be maintained in a safe condition by Center.

9. It is understood and agreed that Center shall adhere to all policies established by the North Highlands Recreation and Park District.
10. Center must also comply with all statutes, regulations, and local ordinances that may apply to the agreement including, but not limited to, Employee and Volunteer Background Screening, the American With Disabilities Act, The Child Protection Act of 1994, Megan's Law, etc.
11. Participants of Center's baseball program may not park on the turf at any time. If cars are found parked on the turf, there will be a penalty fee of \$50.00 per incident. This fee will be deducted from the deposit. If cars continue to park on the turf areas it may result in Centers loss of the Highlands Sports Complex for the remainder of the season.
12. A representative from Center will inspect all the fields for safety hazards before use each day of play. Any hazard will be corrected or the field declared unfit to play.

\_\_\_\_\_  
Scott Loehr, Superintendent  
Center Joint Unified School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Kay F. Dahill, District Administrator  
North Highlands Parks and Recreation

\_\_\_\_\_  
Date



# Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** 02/04/11

**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 January 2011

**RECOMMENDATION:** That the CUSD Board of Trustees approve the  
District Payroll Orders for July through January 2011.

**CONSENT AGENDA**



<b>DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2011</b>
--

	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	\$ 2,499,817.17			\$ 2,499,817.17	656
DEC	\$ 640,309.35			\$ 640,309.35	366
3-Jan	\$ 1,819,777.61			\$ 1,819,777.61	288
JAN	\$ 2,440,497.66			\$ 2,440,497.66	643
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	
SPECIAL				\$ -	
	\$ 15,804,514.37	\$ -	\$ -	\$ 15,804,514.37	3974



# Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** January, 2011

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess

**# Attached Pages** 54

**SUBJECT: Supplemental Agenda – Commercial Warrant Registers**

January 5,2011, \$365,193.76 , January 13,2011 , \$246,359.29

January 20,2011, \$176,469.86 , January 26,2011 , \$284,069.87

**The commercial warrant payments to vendors totals**  
**\$ 1,072,092.78**

**RECOMMENDATION:** That the CUSD Board of Trustees approve the Supplemental Agenda – Vendor Warrants as presented



Batch status: A All

From batch: 0038

To batch: 0039

Include Revolving Cash: Y

Include Address: N



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0038 0-batch  
 FUND : 09 CHARTER SCHOOLS

J8649 APY500 H.02.05 01/05/11 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	
022347/00		GIVE SOMETHING BACK						
885 PO-110739	01/04/2011	CLOSE	1 09-0700-0-4300-503-1110-1000-018-000 MN C			133.75	0.00	
		TOTAL PAYMENT AMOUNT		0.00 *			0.00	
		TOTAL FUND PAYMENT		0.00 **			0.00	
		TOTAL BATCH PAYMENT		0.00 ***	0.00		0.00	



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0039 12-5-2011  
 FUND : 01 GENERAL FUND

J8649 APY500 H.02.05 01/05/11 PAGE 2  
 << 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
017264/00	ADVENT TECHNOLOGIES							
4	PO-110010	01/04/2011	2221	1	01-8150-0-5600-106-0000-8110-007-000	NN	P	166.25 166.25
				TOTAL PAYMENT AMOUNT				166.25 *
010669/00	ALHAMBRA & SIERRA SPRINGS							
5	PO-110011	01/04/2011	1223	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	46.05 46.05
266	PO-110239	01/04/2011	27045104780794	1	01-0000-0-4300-103-0000-7200-003-000	NN	P	32.54 32.54
370	PO-110307	01/04/2011	122310	1	01-7230-0-4300-112-0000-3600-007-000	NN	P	42.53 42.53
370	PO-110307	01/04/2011	122310	1	01-7230-0-4300-112-0000-3600-007-000	NN	P	30.24 30.24
				TOTAL PAYMENT AMOUNT				151.36 *
019769/00	AMERICAN EXPRESS							
547	PO-110478	01/05/2011	0-03000	1	01-0000-0-5200-101-0000-7150-002-000	NN	F	940.62 940.62
547	PO-110478	01/05/2011	0-0300	2	01-0000-0-5200-120-0000-7110-001-000	NN	F	1,702.65 1,702.65
1316	PO-111092	01/05/2011	0-03000	1	01-0000-0-5200-101-0000-7150-002-000	NN	F	31.19 31.19
1364	PO-111135	01/05/2011	0-03000	1	01-6500-0-5800-102-5001-2700-003-000	NN	F	449.10 449.10
				TOTAL PAYMENT AMOUNT				3,123.56 *
015253/00	APPLIED BEHAVIOR CONSULTANTS							
843	PO-110718	01/04/2011	27851	1	01-6500-0-5800-102-5750-1130-003-000	NN	P	2,416.54 2,416.54
				TOTAL PAYMENT AMOUNT				2,416.54 *
010400/00	AT&T							
583	PO-110502	01/04/2011	24813481008413	1	01-0000-0-5902-106-0000-8110-007-000	NN	P	8.03 8.03
				TOTAL PAYMENT AMOUNT				8.03 *
018533/00	ATKINSON ANDELSON LOYA RUUD							
683	PO-110574	01/04/2011	370728	1	01-0000-0-5804-105-0000-7200-005-000	NE	P	6,269.24 6,269.24
				TOTAL PAYMENT AMOUNT				6,269.24 *
021604/00	ATLAS DISPOSAL INDUSTRIES							
8	PO-110014	01/04/2011	GV000019-001	1	01-0000-0-5550-106-0000-8110-007-000	NN	P	216.76 216.76
8	PO-110014	01/04/2011	19-002	1	01-0000-0-5550-106-0000-8110-007-000	NN	P	745.61 745.61
8	PO-110014	01/04/2011	19-003	1	01-0000-0-5550-106-0000-8110-007-000	NN	P	507.78 507.78



Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021604 (CONTINUED)								
8 PO-110014	01/04/2011	19-004		1 01-0000-0-5550-106-0000-8110-007-000 NN P			438.51	438.51
8 PO-110014	01/04/2011	19-005		1 01-0000-0-5550-106-0000-8110-007-000 NN P			282.44	282.44
8 PO-110014	01/04/2011	19-006		1 01-0000-0-5550-106-0000-8110-007-000 NN P			396.97	396.97
8 PO-110014	01/04/2011	19-007		1 01-0000-0-5550-106-0000-8110-007-000 NN P			1,453.74	1,453.74
8 PO-110014	01/04/2011	19-008		1 01-0000-0-5550-106-0000-8110-007-000 NN P			226.21	226.21
8 PO-110014	01/04/2011	19-009		1 01-0000-0-5550-106-0000-8110-007-000 NN P			1,075.31	1,075.31
TOTAL PAYMENT AMOUNT							5,343.33 *	5,343.33
010706/00 BURKE ENGINEERING CO								
15 PO-110021	01/04/2011	S3097197.3		1 01-8150-0-4300-106-0000-8110-007-000 NN P			330.58	330.58
TOTAL PAYMENT AMOUNT							330.58 *	330.58
020540/00 CALIFORNIA AMERICAN WATER CO								
17 PO-110023	01/04/2011	05-0401551-2		1 01-0000-0-5540-106-0000-8110-007-000 NN P			682.20	682.20
17 PO-110023	01/04/2011	05-0401546-2		1 01-0000-0-5540-106-0000-8110-007-000 NN P			275.04	275.04
17 PO-110023	01/04/2011	05-0062336-8		1 01-0000-0-5540-106-0000-8110-007-000 NN P			672.31	672.31
17 PO-110023	01/04/2011	05-0054873-0		1 01-0000-0-5540-106-0000-8110-007-000 NN P			275.04	275.04
17 PO-110023	01/04/2011	05-0054875-5		1 01-0000-0-5540-106-0000-8110-007-000 NN P			275.04	275.04
TOTAL PAYMENT AMOUNT							2,179.63 *	2,179.63
010340/00 CALIFORNIA STATE DEPARTMENT OF								
107 PO-110105	01/04/2011	823406		1 01-0000-0-5800-110-0000-7200-004-000 NN P			205.00	205.00
TOTAL PAYMENT AMOUNT							205.00 *	205.00
022223/00 CASBO PROFESSIONAL DEVELOPMENT								
1310 PO-111088	01/04/2011	1995903		1 01-0000-0-5200-105-0000-7200-005-000 NN F			125.00	125.00
TOTAL PAYMENT AMOUNT							125.00 *	125.00
014086/00 CLARINDA ACADEMY								
601 PO-110528	01/04/2011	NOV		1 01-6500-0-5800-102-5750-1180-003-000 NN P			4,500.00	4,500.00
TOTAL PAYMENT AMOUNT							4,500.00 *	4,500.00



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0039 12-5-2011  
 FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019071/00		DISCOUNT AUTOMATICS INC.					
651 PO-110555	01/04/2011	33033	1 01-7230-0-4300-112-0000-3600-007-000 NN P			391.89	391.89
			TOTAL PAYMENT AMOUNT	391.89 *			391.89
011290/00		DISCOUNT GLASS & SCREEN CO					
26 PO-110032	01/04/2011	296981	1 01-8150-0-4300-106-0000-8110-007-000 NN P			180.26	180.26
26 PO-110032	01/04/2011	296977	1 01-8150-0-4300-106-0000-8110-007-000 NN P			104.40	104.40
26 PO-110032	01/04/2011	296978	1 01-8150-0-4300-106-0000-8110-007-000 NN P			139.20	139.20
			TOTAL PAYMENT AMOUNT	423.86 *			423.86
021610/00		EATON INTERPRETING SERVICES					
631 PO-110539	01/04/2011	104942	2 01-0000-0-5800-103-0000-7200-003-000 NN P			125.00	125.00
			TOTAL PAYMENT AMOUNT	125.00 *			125.00
010336/00		ECOTECH PEST MANAGEMENT INC					
757 PO-110632	01/04/2011	87	1 01-0000-0-5500-106-0000-8110-007-000 NN P			787.00	787.00
			TOTAL PAYMENT AMOUNT	787.00 *			787.00
022103/00		EDUCATIONAL TESTING SERVICE					
953 PO-110783	01/04/2011	SP20029564	1 01-0000-0-5800-103-0000-3160-003-911 NN F			1,266.32	1,266.32
			TOTAL PAYMENT AMOUNT	1,266.32 *			1,266.32
019262/00		ENTERPRISE RENT A CAR					
1418 PO-111175	01/04/2011	D844826	1 01-0000-0-5810-472-1110-4000-014-915 NN F			91.52	91.52
			TOTAL PAYMENT AMOUNT	91.52 *			91.52
020850/00		FINNELL, SUZANNE					
1424 PO-111178	01/05/2011	REIMB	1 01-5635-0-5800-601-1220-1000-017-000 NN F			126.00	126.00
			TOTAL PAYMENT AMOUNT	126.00 *			126.00



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0039 12-5-2011  
 FUND : 01 GENERAL FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
				FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
022347/00		GIVE SOMETHING BACK						
1382 PO-111150	01/04/2011	1765917-0		1	01-0000-0-4300-472-0000-2700-014-000	NN F	5.42	5.42
				TOTAL PAYMENT AMOUNT			5.42 *	5.42
011818/00		GOODELL PORTER SANCHEZ & 						
88 PO-110086	01/04/2011	4126.0		1	01-0000-0-5800-105-0000-7200-005-000	NN P	5,000.00	5,000.00
				TOTAL PAYMENT AMOUNT			5,000.00 *	5,000.00
010992/00		HARBOR FREIGHT TOOLS USA INC						
255 PO-110154	01/04/2011	02-430209		1	01-0000-0-9320-000-0000-0000-000-000	NN P	272.40	272.40
				TOTAL PAYMENT AMOUNT			272.40 *	272.40
014431/00		HEAR SAY SPEECH AND LANGUAGE						
782 PO-110646	01/04/2011	10-20066		1	01-6500-0-5800-102-5750-1180-003-000	NN P	325.13	325.13
				TOTAL PAYMENT AMOUNT			325.13 *	325.13
018990/00		INTERSTATE BATTERY SYSTEM						
375 PO-110312	01/04/2011	20067946		1	01-7230-0-4300-112-0000-3600-007-000	NN P	88.03	88.03
375 PO-110312	01/04/2011	20067945		1	01-7230-0-4300-112-0000-3600-007-000	NN P	93.47	93.47
				TOTAL PAYMENT AMOUNT			181.50 *	181.50
010355/00		KAISER						
PV-111052	01/05/2011	JANUARY			01-0000-0-9552-000-0000-0000-000-000	NN		165,383.33
				TOTAL PAYMENT AMOUNT			165,383.33 *	165,383.33
010609/00		KELLY MOORE PAINT CO						
53 PO-110053	01/04/2011	203-0000085849		1	01-8150-0-4300-106-0000-8110-007-000	NN P	241.32	241.32
				TOTAL PAYMENT AMOUNT			241.32 *	241.32



Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP	Liq Amt	Net Amount
019801/00	KIRKLAND, ROSINA												
1412 PO-111173	01/04/2011	REIMB			1	01-0000-0-5210-103-0000-2110-003-000	NN	F				39.00	39.00
												39.00	
022467/00	LANGUAGE LINE SERVICES												
960 PO-110794	01/04/2011	2641763			1	01-0000-0-5800-103-0000-2110-003-000	NN	P				51.76	51.76
												51.76	
021914/00	LOY MATTISON ENTERPRISES												
1420 PO-111176	01/04/2011	09011010311,11011012311			1	01-0000-0-5903-106-0000-8300-007-000	NY	F				975.00	975.00
												975.00	
019059/00	MILLENNIUM TERMITE												
55 PO-110055	01/04/2011	TR71099			1	01-0000-0-5500-106-0000-8110-007-000	NN	P				91.00	91.00
55 PO-110055	01/04/2011	TR72628			1	01-0000-0-5500-106-0000-8110-007-000	NN	P				57.00	57.00
												148.00	148.00
015957/00	MYERS, HOLLAND												
1405 PO-111168	01/04/2011	REIMB			1	01-3550-0-4300-472-1110-1000-014-000	NN	F				83.36	83.36
												83.36	
022163/00	ODYSSEY												
638 PO-110544	01/04/2011	8002213			1	01-6500-0-5800-102-5750-1180-003-000	NN	P				3,723.85	3,723.85
												3,723.85	
015373/00	ORIENTAL TRADING COMPANY												
1275 PO-111062	01/04/2011	642144636-01			1	01-3010-0-4300-371-1110-1000-012-000	NN	F				749.62	620.38
												620.38	620.38



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0039 12-5-2011  
 FUND : 01 GENERAL FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010426/00	PAULS SAFE & LOCK		680260753					
61	PO-110061	01/04/2011 12543		1 01-8150-0-4300-106-0000-8110-007-000 NY P			1.61	1.61
				TOTAL PAYMENT AMOUNT	1.61 *			1.61
014069/00	PLATT ELECTRIC SUPPLY							
1296	PO-111076	01/04/2011 8716159		1 01-0000-0-9320-000-0000-0000-000-000 NN P			315.38	315.38
				TOTAL PAYMENT AMOUNT	315.38 *			315.38
020926/00	POWR FLITE							
1343	PO-111117	01/04/2011 4787610		1 01-0000-0-4400-111-0000-8200-007-000 NN F			1,258.64	1,209.56
1343	PO-111117	01/04/2011 4787610		2 01-0000-0-4400-371-0000-2700-012-000 NN F			1,258.64	1,209.55
				TOTAL PAYMENT AMOUNT	2,419.11 *			2,419.11
010266/00	SACRAMENTO COUNTY UTILITIES							
72	PO-110072	01/04/2011 50000185866		1 01-0000-0-5540-106-0000-8110-007-000 N P			573.04	573.04
				TOTAL PAYMENT AMOUNT	573.04 *			573.04
010373/00	SCHOOLS INSURANCE AUTHORITY							
823	PO-110690	01/04/2011 2011UST-KAM.013		1 01-7230-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
				TOTAL PAYMENT AMOUNT	150.00 *			150.00
017106/00	SIA/VISION SERVICE PLAN							
PV-111050	01/05/2011 JANUARY			01-0000-0-9552-000-0000-0000-000-000 NN				5,151.57
				TOTAL PAYMENT AMOUNT	5,151.57 *			5,151.57
020075/00	TATYANA SILCHUK							
769	PO-110657	01/04/2011 NOV		1 01-6500-0-5800-102-5770-3600-003-000 NN P			205.20	205.20
				TOTAL PAYMENT AMOUNT	205.20 *			205.20



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0039 12-5-2011  
 FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021217/00	UNITED REFRIGERATION INC						
93 PO-110093	01/04/2011	29301810-00	1 01-8150-0-4300-106-0000-8110-007-000 NN P			677.98	677.98
TOTAL PAYMENT AMOUNT			677.98 *				677.98
016889/00	WATER RITE PRODUCTS INC.						
98 PO-110098	01/04/2011	481191	1 01-8150-0-4300-106-0000-8110-007-000 NN P			18.80	18.80
TOTAL PAYMENT AMOUNT			18.80 *				18.80
022221/00	WESTERN HEALTH ADVANTAGE						
PV-111051	01/05/2011	JANUARY	01-0000-0-9552-000-0000-0000-000-000 NN				88,513.04
TOTAL PAYMENT AMOUNT			88,513.04 *				88,513.04
017313/00	XEROX CORPORATION						
120 PO-110112	01/05/2011	3002021979	1 01-0000-0-5800-115-9790-8200-007-000 NN P			35,324.49	35,324.49
120 PO-110112	01/05/2011	300022003	1 01-0000-0-5800-115-9790-8200-007-000 NN P			513.85	513.85
589 PO-110518	01/05/2011	300021979	1 01-7220-0-5612-472-1110-1000-014-000 NN P			100.00	100.00
590 PO-110519	01/05/2011	300021979	1 01-0000-0-5612-472-9769-1000-014-000 NN P			25.00	25.00
591 PO-110520	01/05/2011	300021979	1 01-0000-0-5612-115-9780-8200-007-000 NN P			25.00	25.00
591 PO-110520	01/05/2011	300021979	1 01-0000-0-5612-115-9780-8200-007-000 NN P			100.00	100.00
593 PO-110522	01/05/2011	300021979	1 01-6500-0-5612-102-5001-2700-003-000 NN P			25.00	25.00
594 PO-110523	01/05/2011	300021979	1 01-0000-0-5612-371-0000-2700-012-000 NN P			25.00	25.00
632 PO-110537	01/05/2011	300021979	2 01-6286-0-5612-103-4760-1000-003-000 NN P			50.00	50.00
TOTAL PAYMENT AMOUNT			36,188.34 *				36,188.34
TOTAL FUND PAYMENT			339,294.63 **				339,294.63



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0039 12-5-2011  
 FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010669/00		ALHAMBRA & SIERRA SPRINGS					
295 PO-110264	01/04/2011	27036624779099	2 09-1100-0-4300-501-0000-2700-016-000 NN P			6.60	6.60
295 PO-110264	01/04/2011	27036624779099	1 09-1100-0-4300-501-1110-1000-016-000 NN P			26.45	26.45
TOTAL PAYMENT AMOUNT						33.05 *	33.05
019999/00		MCGRAW HILL					
1332 PO-111103	01/04/2011	59366775001	1 09-6300-0-4300-501-1110-1000-016-000 NN F			157.14	157.14
TOTAL PAYMENT AMOUNT						157.14 *	157.14
017313/00		XEROX CORPORATION					
595 PO-110524	01/05/2011	300021979	1 09-0000-0-5612-501-1110-1000-016-000 NN P			100.00	100.00
596 PO-110525	01/05/2011	300021979	2 09-0000-0-5612-501-1110-1000-016-000 NN P			80.00	80.00
596 PO-110525	01/05/2011	300019674	1 09-1100-0-5612-501-0000-2700-016-000 NN P			20.00	20.00
597 PO-110526	01/05/2011	300021979	1 09-0700-0-5612-503-0000-8110-018-000 NN P			100.00	100.00
TOTAL PAYMENT AMOUNT						300.00 *	300.00
TOTAL FUND PAYMENT						490.19 **	490.19



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0039 12-5-2011  
 FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description		FD RESO P	OBJE SIT GOAL FUNC	RES DEP T9MP			
020834/00	CASAS								
1331 PO-111102	01/04/2011	87296		1	11-0030-0-4200-601-4130-1000-017-000	NN F		167.25	167.49
1319 PO-111111	01/04/2011	87272		1	11-0030-0-4200-601-4130-1000-017-000	NN F		107.88	108.76
				TOTAL PAYMENT AMOUNT				276.25 *	276.25
017313/00	XEROX CORPORATION								
604 PO-110529	01/05/2011	300021979		1	11-0030-0-5612-601-4130-1000-017-000	NN P		25.00	25.00
				TOTAL PAYMENT AMOUNT				25.00 *	25.00
				TOTAL FUND PAYMENT				301.25 **	301.25



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0039 12-5-2011  
 FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021080/00	ED JONES FOOD SERVICE INC						
139 PO-110128	01/04/2011 DEC		1 13-5310-0-4700-108-0000-3700-007-000 NN P			19,350.51	19,350.51
TOTAL PAYMENT AMOUNT						19,350.51 *	19,350.51
019993/00	PROPACIFIC FRESH						
145 PO-110134	01/04/2011 CHS		1 13-5310-0-4700-108-0000-3700-007-000 NN P			564.62	564.62
145 PO-110134	01/04/2011 DUDLEY		1 13-5310-0-4700-108-0000-3700-007-000 NN P			225.75	225.75
145 PO-110134	01/04/2011 GLOBAL		1 13-5310-0-4700-108-0000-3700-007-000 NN P			192.70	192.70
145 PO-110134	01/04/2011 N.COUNTRY		1 13-5310-0-4700-108-0000-3700-007-000 NN P			338.15	338.15
145 PO-110134	01/04/2011 OAK HILL		1 13-5310-0-4700-108-0000-3700-007-000 NN P			403.20	403.20
145 PO-110134	01/04/2011 SPINELLI		1 13-5310-0-4700-108-0000-3700-007-000 NN P			239.19	239.19
145 PO-110134	01/04/2011 WCR		1 13-5310-0-4700-108-0000-3700-007-000 NN P			545.39	545.39
TOTAL PAYMENT AMOUNT						2,509.00 *	2,509.00
TOTAL FUND PAYMENT				21,859.51 **			21,859.51



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST

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BATCH: 0039 12-5-2011

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FUND : 14 DEFERRED MAINTENANCE FUND

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
020742/00		LEGACY ROOFING & WATERPROOFING						
1292 PO-111072	01/04/2011	7001848		1	14-0024-0-5600-106-9605-8110-007-000	NN F	1,700.00	1,700.00
1293 PO-111073	01/04/2011	7001858-WO		1	14-0024-0-5600-106-9605-8110-007-000	NN F	190.00	190.00
1294 PO-111074	01/04/2011	70101859-WO		1	14-0024-0-5600-106-9605-8110-007-000	NN F	480.00	480.00
				TOTAL PAYMENT AMOUNT			2,370.00 *	2,370.00
				TOTAL FUND PAYMENT			2,370.00 **	2,370.00



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0039 12-5-2011  
 FUND : 21 BUILDING FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015797/00	ACE SUPPLY HARDWARE NORTH						
425 PO-110372	01/04/2011	82664/2	1 21-0000-0-4300-106-9630-8500-007-000 NN P			15.18	15.18
TOTAL PAYMENT AMOUNT						15.18 *	15.18
019750/00	CAPITAL PROGRAM MGMT INC						
PO-002185	01/04/2011	42	1 21-0000-0-6234-106-9600-8500-007-000 NN P			863.00	863.00
TOTAL PAYMENT AMOUNT						863.00 *	863.00
TOTAL FUND PAYMENT						878.18 **	878.18
TOTAL BATCH PAYMENT						365,193.76 ***	365,193.76
TOTAL DISTRICT PAYMENT						365,193.76 ****	365,193.76
TOTAL FOR ALL DISTRICTS:						365,193.76 ****	365,193.76

Number of warrants to be printed: 54, not counting voids due to stub overflows.



81 CENTER UNIFIED SCHOOL DIST.  
1-13-2011

ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0040

To batch: 0041

Include Revolving Cash: Y

Include Address: N



81 CENTER UNIFIED SCHOOL DIST.  
1-13-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0040 0-BATCH  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	Liq Amt	Net Amount		
022230/00	MANAGED HEALTH NETWORK						
1451 PO-111203	01/12/2011	CANCEL	1 01-0000-0-5800-110-0000-7200-004-000 NN C	1,173.15	0.00		
TOTAL PAYMENT AMOUNT				0.00 *	0.00		
TOTAL FUND PAYMENT				0.00 **	0.00		







81 CENTER UNIFIED SCHOOL DIST.  
1-13-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 01-13-2011  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020710/00	ACCURATE LABEL DESIGN							
1111 PO-110929	01/11/2011	99123		1 01-0000-0-5800-234-0000-2700-008-000 YN F		225.28	207.95	
				TOTAL PAYMENT AMOUNT	207.95 *		207.95	
				TOTAL USE TAX AMOUNT	18.20			
015797/00	ACE SUPPLY HARDWARE NORTH							
64 PO-110084	01/11/2011	82850/2		1 01-8150-0-4300-106-0000-8110-007-000 NN P		22.59	22.59	
				TOTAL PAYMENT AMOUNT	22.59 *		22.59	
010226/00	AIRGAS NCN							
187 PO-110181	01/11/2011	102790625,102790626		1 01-0000-0-4300-472-1210-1000-014-000 NN F		93.19	26.15	
				TOTAL PAYMENT AMOUNT	26.15 *		26.15	
010002/00	ALDAR ACADEMY							
471 PO-110412	01/11/2011	DEC		1 01-6500-0-5800-102-5750-1180-003-000 NN P		567.68	567.68	
				TOTAL PAYMENT AMOUNT	567.68 *		567.68	
019311/00	ALIGNMENT SPECIALTIES							
1083 PO-110898	01/11/2011	6714		1 01-7230-0-4300-112-0000-3600-007-000 NY P		608.19	608.19	
				TOTAL PAYMENT AMOUNT	608.19 *		608.19	
011675/00	AT&T MESSAGING							
9 PO-110015	01/11/2011	6480192		1 01-0000-0-5902-106-0000-8110-007-000 NN P		720.00	720.00	
				TOTAL PAYMENT AMOUNT	720.00 *		720.00	
010896/00	AT&T MOBILITY							
428 PO-110405	01/11/2011	436077910697		1 01-0000-0-5903-110-0000-7200-004-000 NN P		93.15	93.15	
				TOTAL PAYMENT AMOUNT	93.15 *		93.15	



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Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP T9MP	Liq Amt	Net Amount
016792/00	BAKER, KIM							
371 PO-110308	01/12/2011	10-118						
			1	01-7230-0-5800-112-0000-3600-007-000	NN P		7.02	7.02
		TOTAL PAYMENT AMOUNT				7.02 *		7.02
021235/00	BECKER, LEE ANN							
784 PO-110648	01/11/2011	DEC						
			1	01-0000-0-5210-102-0000-3140-003-000	NN P		32.50	32.50
		TOTAL PAYMENT AMOUNT				32.50 *		32.50
015662/00	BEHAVIORAL EDUCATION FOR							
605 PO-110530	01/11/2011	10753339						
			1	01-6500-0-5800-102-5750-1180-003-000	NN P		3,178.83	3,178.83
		TOTAL PAYMENT AMOUNT				3,178.83 *		3,178.83
014056/00	BENDER, LINDA							
1436 PO-111190	01/11/2011	REIMB						
			1	01-9520-0-5211-472-1110-1000-003-000	N F		11.00	11.00
		TOTAL PAYMENT AMOUNT				11.00 *		11.00
019075/00	BRIGHT FUTURES THERAPY							
781 PO-110645	01/11/2011	1983						
			1	01-6500-0-5800-102-5750-1180-003-000	NN P		6,040.00	6,040.00
		TOTAL PAYMENT AMOUNT				6,040.00 *		6,040.00
018196/00	BULBMAN SACRAMENTO							
1368 PO-111138	01/11/2011	55594						
			1	01-3010-0-4300-371-1110-1000-012-000	NN F		216.24	216.24
		TOTAL PAYMENT AMOUNT				216.24 *		216.24
013988/00	BUTTES/CENTER STATE PIPE							
16 PO-110022	01/11/2011	S005964221.001						
			1	01-8150-0-4300-106-0000-8110-007-000	NN P		94.28	94.28
		TOTAL PAYMENT AMOUNT				94.28 *		94.28
020540/00	CALIFORNIA AMERICAN WATER CO							
17 PO-110023	01/11/2011	05-0509237-9						
			1	01-0000-0-5540-106-0000-8110-007-000	NN P		339.82	339.82
		TOTAL PAYMENT AMOUNT				339.82 *		339.82



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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021036/00	CCHAT CENTER						
598 PO-110527	01/11/2011	CENTER12-31	1 01-6500-0-5800-102-5750-1180-003-000 NN P			1,614.21	1,614.21
TOTAL PAYMENT AMOUNT			1,614.21 *				1,614.21
015699/00	CLARK SECURITY PRODUCTS						
20 PO-110026	01/11/2011	SA02765101	1 01-8150-0-4300-106-0000-8110-007-000 NN P			174.87	174.87
20 PO-110026	01/11/2011	DEC	1 01-8150-0-4300-106-0000-8110-007-000 NN P			473.67	473.67
TOTAL PAYMENT AMOUNT			648.54 *				648.54
017383/00	CMC-ASILOMAR						
1099 PO-110918	01/11/2011	A10-21810-AL	1 01-3010-0-5200-371-1110-1000-012-000 NN F			3,360.00	3,480.00
TOTAL PAYMENT AMOUNT			3,480.00 *				3,480.00
014864/00	COLORADO BOYS RANCH						
866 PO-110724	01/11/2011	DEC	1 01-6500-0-5800-102-5750-1180-003-000 NN P			1,220.45	1,220.45
TOTAL PAYMENT AMOUNT			1,220.45 *				1,220.45
021059/00	COMCAST						
40 PO-110006	01/11/2011	8155600391425215	1 01-0000-0-5800-240-0000-2700-011-000 NN P			5.22	5.22
TOTAL PAYMENT AMOUNT			5.22 *				5.22
018951/00	DELL						
1095 PO-110915	01/11/2011	XF4TTCMT4	1 01-0000-0-4300-234-1110-1000-008-000 NN F			76.93	76.93
1381 PO-111149	01/11/2011	xf5txtw27	1 01-0000-0-4300-234-1110-1000-008-000 NN F			174.21	174.21
TOTAL PAYMENT AMOUNT			251.14 *				251.14
018277/00	EASTER SEAL SOCIETY OF CA. INC						
826 PO-110695	01/11/2011	NOV	1 01-6500-0-5800-102-5750-1180-003-000 NN P			850.00	850.00
TOTAL PAYMENT AMOUNT			850.00 *				850.00



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010336/00	ECOTECH PEST MANAGEMENT INC					FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

757 PO-110632 01/11/2011 94

i 01-0000-0-5500-106-0000-8110-007-000 NN P

TOTAL PAYMENT AMOUNT 712.00 712.00

016002/00 EDGAR, SHERRY

1444 PO-111182 01/11/2011 REINB

1 01-0000-0-3403-472-1110-1000-000-000 NN F

TOTAL PAYMENT AMOUNT 50.00 50.00

017315/00 GENUINE PARTS COMPANY-SAC

1313 PO-111090 01/11/2011 20901850

1 01-8150-0-4300-106-0000-8110-007-000 NN F

TOTAL PAYMENT AMOUNT 201.80 201.80

017718/00 GUIDING HANDS INC.

814 PO-110704 01/11/2011 D11015,D11003

1 01-6500-0-5800-102-5750-1180-003-000 NN P

TOTAL PAYMENT AMOUNT 4,335.57 4,335.57

014044/00 HAGEDORN, ROGER

38 PO-110040 01/11/2011 DEC

1 01-0000-0-5210-106-0000-8300-007-000 N P

TOTAL PAYMENT AMOUNT 13.00 13.00

017271/00 JOSEPHSON INSTITUTE

1333 PO-111104 01/11/2011 INV0024265

1 01-3010-0-4300-371-1110-1000-012-000 NN F

TOTAL PAYMENT AMOUNT 1,203.19 1,203.19

022230/00 MANAGED HEALTH NETWORK

89 PO-110087 01/12/2011 3200022065

1 01-0000-0-3401-100-1110-1000-000-000 NN P

TOTAL PAYMENT AMOUNT 1,173.15 1,173.15

022172/00 MED TRANS MEDICAL/LEGAL

618 PO-110531 01/11/2011 628

2 01-6500-0-5800-102-5750-1180-003-000 NN P

TOTAL PAYMENT AMOUNT 6,330.00 6,330.00



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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022309/00	MEDICAB OF SACRAMENTO						
783 PO-110647	01/11/2011	RT1210	1 01-6500-0-5800-102-5750-1180-003-000 NN P			508.50	508.50
TOTAL PAYMENT AMOUNT						508.50 *	508.50
015747/00	MILES, PRESTINNA						
1450 PO-111202	01/12/2011	REIMB	1 01-0000-0-5210-110-0000-7200-004-000 NN F			17.50	17.50
TOTAL PAYMENT AMOUNT						17.50 *	17.50
011197/00	MINGUS MOUNTAIN ACADEMY						
676 PO-110568	01/11/2011	1110	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,500.00	2,500.00
TOTAL PAYMENT AMOUNT						2,500.00 *	2,500.00
018419/00	NORTHERN CA PREPARATORY SCHOOL	000000000					
704 PO-110602	01/11/2011	NOV	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,704.32	2,704.32
TOTAL PAYMENT AMOUNT						2,704.32 *	2,704.32
021511/00	OCCUPATIONAL THERAPY FOR						
619 PO-110532	01/11/2011	10-12-11	1 01-6500-0-5800-102-5750-1180-003-000 NN P			191.25	191.25
TOTAL PAYMENT AMOUNT						191.25 *	191.25
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1300 PO-111081	01/11/2011	543549914001,545226121001	1 01-0000-0-4300-472-0000-2700-014-000 NN F			20.65	20.65
1317 PO-111094	01/11/2011	543940340001	1 01-6500-0-4300-102-5770-1110-003-014 NN F			295.47	254.34
1308 PO-111097	01/11/2011	54429997001,002	1 01-0000-0-4300-234-1110-1000-008-000 NN F			369.50	314.38
1340 PO-111115	01/11/2011	544480999001,5444781004001	1 01-0000-0-4300-234-0000-2700-008-000 NN F			546.53	546.54
1363 PO-111134	01/11/2011	546511679001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			262.07	262.07
1365 PO-111136	01/11/2011	546511851001	1 01-0000-0-4300-234-0000-2700-008-000 NN F			53.74	53.74
1367 PO-111137	01/11/2011	545161398001	1 01-0000-0-4300-115-0000-7700-007-000 NN P			433.30	433.30
1367 PO-111137	01/11/2011	545161397001	1 01-0000-0-4300-115-0000-7700-007-000 NN F			25.94	25.94
1369 PO-111139	01/11/2011	546512668001	1 01-0000-0-4300-371-1110-1000-012-000 NN F			59.44	59.17
TOTAL PAYMENT AMOUNT						1,970.13 *	1,970.13



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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010253/00	PEARSON ASSESSMENTS						
1379 PO-111148	01/11/2011	73012425	1 01-5640-0-4300-601-9728-3150-017-000 NN F		123.50	123.10	
TOTAL PAYMENT AMOUNT			123.10 *			123.10	
021157/00	PHYSICAL THERAPY CLINICS INC						
542 PO-110474	01/11/2011	31006	1 01-0000-0-5800-100-1110-1000-005-955 NN P		2,300.00	2,300.00	
1432 PO-111187	01/11/2011	121510	1 01-0000-0-5800-472-1801-1000-014-000 NN F		1,117.50	1,117.50	
TOTAL PAYMENT AMOUNT			3,417.50 *			3,417.50	
020169/00	PITZNER, JOSEPH						
63 PO-110063	01/11/2011	DEC	1 01-0000-0-5210-106-0000-8300-007-000 NN P		8.00	8.00	
TOTAL PAYMENT AMOUNT			8.00 *			8.00	
011345/00	PLACER LEARNING CENTER						
653 PO-110557	01/11/2011	dec	2 01-6500-0-5800-102-5750-1180-003-000 NN P		6,141.60	6,141.60	
TOTAL PAYMENT AMOUNT			6,141.60 *			6,141.60	
014069/00	PLATT ELECTRIC SUPPLY						
64 PO-110064	01/11/2011	8744795	1 01-8150-0-4300-106-0000-8110-007-000 NN P		416.28	416.28	
64 PO-110064	01/11/2011	8776313	1 01-8150-0-4300-106-0000-8110-007-000 NN P		32.96	32.96	
64 PO-110064	01/11/2011	8724150	1 01-8150-0-4300-106-0000-8110-007-000 NN P		122.78	122.78	
64 PO-110064	01/11/2011	8762796	1 01-8150-0-4300-106-0000-8110-007-000 NN P		90.64	90.64	
TOTAL PAYMENT AMOUNT			662.66 *			662.66	
010096/00	POSTAGE BY PHONE RESERVE ACCT						
1452 PO-111197	01/11/2011	15072143	1 01-0000-0-5901-105-0000-7200-005-000 NN P		10,000.00	10,000.00	
TOTAL PAYMENT AMOUNT			10,000.00 *			10,000.00	
021401/00	PRACTI-CAL INC						
1434 PO-111188	01/11/2011	16818	1 01-5640-0-5800-103-0000-3140-003-000 NN F		10,305.00	10,305.00	
1443 PO-111196	01/11/2011	17030	1 01-5640-0-5800-103-0000-3140-003-000 NN F		1,666.44	1,666.44	
TOTAL PAYMENT AMOUNT			11,971.44 *			11,971.44	



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Req Reference	Date			FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
014023/00	PRO-ED							
1386 PO-111154	01/11/2011	1974470		1	01-5640-0-4300-601-9728-3150-017-000	YN F	422.75	391.60
								391.60
								391.60
								34.27
016341/00	R&S ARCHITECTURAL PRODUCTS							
1439 PO-111192	01/11/2011	107338		1	01-8150-0-5600-106-0000-8110-007-000	NN F	250.00	250.00
								250.00
								250.00
021678/00	RANCHO LEARNING CENTER JRHS							
694 PO-110576	01/11/2011	DEC		1	01-6500-0-5800-102-5750-1180-003-000	NN P	10,577.20	10,577.20
								10,577.20
								10,577.20
010552/00	SAC VAL JANITORIAL							
903 PO-110753	01/11/2011	01924057		1	01-0000-0-9320-000-0000-0000-000-000	NN P	17.75	17.75
903 PO-110753	01/11/2011	01923232		1	01-0000-0-9320-000-0000-0000-000-000	NN P	163.99	163.99
								181.74
								181.74
015922/00	SACRAMENTO CO SHERIFF'S DEPT.							
1264 PO-111040	01/11/2011	NOV LIVESCAN		1	01-0000-0-5800-110-0000-7200-004-000	NN P	27.00	27.00
								27.00
								27.00
010266/00	SACRAMENTO COUNTY UTILITIES							
72 PO-110072	01/11/2011	50000878546		1	01-0000-0-5540-106-0000-8110-007-000	N P	525.22	525.22
72 PO-110072	01/11/2011	50000878608		1	01-0000-0-5540-106-0000-8110-007-000	N P	251.06	251.06
72 PO-110072	01/11/2011	500000974207		1	01-0000-0-5540-106-0000-8110-007-000	N P	1,955.04	1,955.04
								2,731.32
								2,731.32
020981/00	SAVE MART SUPERMARKETS							
337 PO-110292	01/11/2011	2581460		1	01-0000-0-4300-101-0000-7150-002-000	NN P	6.98	6.98
								6.98
								6.98



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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016221/00	SCHMIDT FENCE COMPANY						
1427 PO-111184	01/11/2011	5710	1 01-8150-0-5600-106-0000-8110-007-000 NN F			140.00	140.00
TOTAL PAYMENT AMOUNT			140.00 *				140.00
010373/00	SCHOOLS INSURANCE AUTHORITY						
1425 PO-111179	01/11/2011	11SWAMP	1 01-8150-0-5800-106-0000-8110-007-000 NN F			2,072.72	2,072.72
TOTAL PAYMENT AMOUNT			2,072.72 *				2,072.72
010826/00	SHIFFLER EQUIPMENT SALES INC						
76 PO-110076	01/11/2011	1035004000	1 01-8150-0-4300-106-0000-8110-007-000 NN P			60.53	60.53
TOTAL PAYMENT AMOUNT			60.53 *				60.53
011500/00	SIA / DELTA DENTAL						
PV-111053	01/12/2011	JANUARY	01-0000-0-9552-000-0000-0000-000-000 NN				47,579.09
TOTAL PAYMENT AMOUNT			47,579.09 *				47,579.09
019222/00	SIERRA PEDIATRICS						
629 PO-110538	01/11/2011	CABA000001	1 01-6500-0-5800-102-5750-1180-003-000 NY P			500.00	500.00
TOTAL PAYMENT AMOUNT			500.00 *				500.00
010376/00	SLAKEY BROS. INC.						
80 PO-110080	01/11/2011	17011743-00	1 01-8150-0-4300-106-0000-8110-007-000 N P			139.76	139.76
TOTAL PAYMENT AMOUNT			139.76 *				139.76
010263/00	SMUD						
81 PO-110081	01/11/2011	7000000347	1 01-0000-0-5530-106-0000-8110-007-000 NN P			41,275.98	41,275.98
TOTAL PAYMENT AMOUNT			41,275.98 *				41,275.98
014558/00	SPURR						
82 PO-110082	01/11/2011	36747	1 01-0000-0-5520-106-0000-8110-007-000 NN P			8,121.69	8,121.69
TOTAL PAYMENT AMOUNT			8,121.69 *				8,121.69



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Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP	
								Liq Amt Net Amount
020462/00	STAPLES ADVANTAGE							
1370 PO-111140	01/11/2011	106279972	1	01-0000-0-4300-371-1110-1000-012-000	NN F			270.14 268.90
1376 PO-111146	01/11/2011	106279973	1	01-0054-0-4300-371-1110-1000-012-000	NN F			242.86 241.75
1392 PO-111160	01/11/2011	106279975	1	01-0000-0-4300-371-0000-2700-012-000	NN F			363.84 362.17
		TOTAL PAYMENT AMOUNT		872.82 *				872.82
020252/00	STAPLES BUSINESS ADVANTAGE							
1181 PO-110985	01/11/2011	3145461237,3146787123	1	01-0000-0-4300-475-3200-2700-015-000	NN F			304.49 218.36
		TOTAL PAYMENT AMOUNT		218.36 *				218.36
010137/00	STATE BOARD OF EQUALIZATION							
1426 PO-111180	01/11/2011	44-018826	1	01-7230-0-5800-112-0000-3600-007-000	NN F			782.36 782.36
		TOTAL PAYMENT AMOUNT		782.36 *				782.36
021813/00	SUREWEST							
105 PO-110103	01/11/2011	604457-0001	1	01-0000-0-5902-106-0000-8110-007-000	NN P			847.68 847.68
		TOTAL PAYMENT AMOUNT		847.68 *				847.68
016032/00	SYNREVOICE TECHNOLOGIES INC							
1408 PO-111183	01/11/2011	00013011	2	01-0000-0-5902-115-0000-7700-007-000	NN F			8,554.50 8,554.50
1408 PO-111183	01/11/2011	00013011	1	01-0054-0-5800-103-0000-2700-003-000	NN F			4,583.00 4,583.00
		TOTAL PAYMENT AMOUNT		13,137.50 *				13,137.50
017507/00	TALBERT, SYLVIA							
1446 PO-111199	01/12/2011	REIMB	1	01-5635-0-5800-601-1220-1000-017-000	NN F			237.90 237.90
		TOTAL PAYMENT AMOUNT		237.90 *				237.90
020075/00	TATYANA SILCHUK							
769 PO-110657	01/11/2011	DEC	1	01-6500-0-5800-102-5770-3600-003-000	NN P			148.20 148.20
		TOTAL PAYMENT AMOUNT		148.20 *				148.20



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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
021841/00	TOGO'S/BASKIN-ROBBINS							
1442 PO-111195	01/11/2011	REG TRAY			1 01-0000-0-4300-101-0000-7150-002-000 NN F	39.99	39.99	
		TOTAL PAYMENT AMOUNT			39.99 *		39.99	
018028/00	TOMARK SPORTS							
1280 PO-111063	01/11/2011	93812837			1 01-0000-0-4300-472-1801-1000-014-000 NN F	163.48	163.48	
		TOTAL PAYMENT AMOUNT			163.48 *		163.48	
016370/00	TWIN RIVERS UNIFIED SCH DIST							
671 PO-110564	01/11/2011	110936			1 01-0031-0-5801-110-0000-8300-004-000 NN P	11,000.00	11,000.00	
		TOTAL PAYMENT AMOUNT			11,000.00 *		11,000.00	
014863/00	UHS SCHOOLS							
634 PO-110540	01/11/2011	DEC			1 01-6500-0-5800-102-5750-1180-003-000 NN P	2,425.67	2,425.67	
		TOTAL PAYMENT AMOUNT			2,425.67 *		2,425.67	
022179/00	US HEALTHWORKS							
1249 PO-111035	01/11/2011	1805264-CA			1 01-0000-0-5800-110-0000-7200-004-000 NN P	19.00	19.00	
1249 PO-111035	01/11/2011	1813427-CA			1 01-0000-0-5800-110-0000-7200-004-000 NN P	76.00	76.00	
1249 PO-111035	01/11/2011	1812519-CA			1 01-0000-0-5800-110-0000-7200-004-000 NN P	20.00	20.00	
1249 PO-111035	01/11/2011	1807011-CA			1 01-0000-0-5800-110-0000-7200-004-000 NN P	76.00	76.00	
1249 PO-111035	01/11/2011	1809082-CA			1 01-0000-0-5800-110-0000-7200-004-000 NN P	98.00	98.00	
		TOTAL PAYMENT AMOUNT			289.00 *		289.00	
015191/00	WACHOB, CYNTHIA							
612 PO-110512	01/11/2011	DEC			1 01-6500-0-5210-102-5060-2110-003-000 N P	106.00	106.00	
612 PO-110512	01/11/2011	300015155			1 01-6500-0-5210-102-5060-2110-003-000 N P	513.85	513.85	
		TOTAL PAYMENT AMOUNT			619.85 *		619.85	
019842/00	WFCB-OSH COMMERCIAL SERVICES							
58 PO-110058	01/11/2011	5780-9700-1009-9025			1 01-8150-0-4300-106-0000-8110-007-000 NN P	166.93	166.93	
1344 PO-111118	01/11/2011	5780-9700-1009-9025			1 01-0000-0-4300-371-0000-2700-012-000 NN F	21.74	21.74	
		TOTAL PAYMENT AMOUNT			188.67 *		188.67	



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1-13-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 01-13-2011  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
014163/00	WILSON, JENNIFER R.							
1433 PO-111181	01/11/2011	REIMB			1 01-0000-0-3403-472-1110-1000-000-000 NN F		50.00	50.00
					TOTAL PAYMENT AMOUNT		50.00 *	50.00
022348/00	WILSON, SHERRY							
388 PO-110326	01/11/2011	12/11 REIMB			1 01-7230-0-5800-112-0000-3600-007-000 NN P		11.66	11.66
388 PO-110326	01/12/2011	10-118			1 01-7230-0-5800-112-0000-3600-007-000 NN P		8.70	8.70
					TOTAL PAYMENT AMOUNT		20.36 *	20.36
					TOTAL FUND PAYMENT		219,567.12 **	219,567.12
					TOTAL USE TAX AMOUNT		52.47	



81 CENTER UNIFIED SCHOOL DIST.  
1-13-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 01-13-2011  
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011437/00		CALIFORNIA CHARTER SCHOOLS					
1441 PO-111194	01/11/2011	433016	1 09-0700-0-4400-503-1110-1000-018-000 NN F			834.00	834.00
		TOTAL PAYMENT AMOUNT		834.00 *			834.00
010186/00		FOLLETT EDUCATIONAL SERVICES					
PV-111054	01/12/2011	110549	09-6300-0-4300-501-1110-1000-016-000 NN			11.84	11.84
		TOTAL PAYMENT AMOUNT		11.84 *			11.84
		TOTAL FUND PAYMENT		845.84 **			845.84



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 01-13-2011  
FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP	Liq Amt	Net Amount			
010669/00	ALHAMBRA & SIERRA SPRINGS																	
197	PO-110190	01/11/2011	123010						1	11-0030-0-4300-601-4130-1000-017-000	NN	P		4.75	4.75			
														TOTAL PAYMENT AMOUNT	4.75			
022175/00	MCGRAW HILL/CONTEMPORARY																	
1337	PO-111107	01/11/2011	58451666001						1	11-0030-0-5800-601-4130-1000-017-000	NN	F		429.66	16.11			
														TOTAL PAYMENT AMOUNT	16.11			
017576/00	OFFICE DEPOT/BUS.SERVICES DIV																	
1312	PO-111110	01/11/2011	5447482832001						1	11-0030-0-4300-601-4130-1000-017-000	NN	F		90.25	62.36			
														TOTAL PAYMENT AMOUNT	62.36			
														TOTAL FUND	PAYMENT	83.22	**	83.22



81 CENTER UNIFIED SCHOOL DIST.  
1-13-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 01-13-2011  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011602/00	DANIELSEN CO., THE						
134 PO-110123	01/11/2011	1390999	2 13-5310-0-4300-108-0000-3700-007-000 N P		909.69	909.69	
134 PO-110123	01/11/2011	1390999	1 13-5310-0-4700-108-0000-3700-007-000 N P		3,774.20	3,774.20	
TOTAL PAYMENT AMOUNT			4,683.89 *			4,683.89	
010757/00	KIWI DISTRIBUTING INC						
587 PO-110504	01/11/2011	166726	1 13-5310-0-5600-108-0000-3700-007-000 NN P		148.50	148.50	
TOTAL PAYMENT AMOUNT			148.50 *			148.50	
022364/00	MYSCHOOLBUCKS LLC						
142 PO-110131	01/11/2011	2236	1 13-5310-0-5300-108-0000-3700-007-000 NN P		144.45	144.45	
TOTAL PAYMENT AMOUNT			144.45 *			144.45	
011423/00	PLATH DISTRIBUTION INC						
144 PO-110133	01/11/2011	8420	1 13-5310-0-4700-108-0000-3700-007-000 NN P		9,652.55	9,652.55	
TOTAL PAYMENT AMOUNT			9,652.55 *			9,652.55	
011255/00	SARA LEE BAKERY GROUP						
137 PO-110126	01/11/2011	93066053	1 13-5310-0-4700-108-0000-3700-007-000 NN P		738.15	738.15	
TOTAL PAYMENT AMOUNT			738.15 *			738.15	
020462/00	STAPLES ADVANTAGE						
131 PO-110121	01/11/2011	105456495	1 13-5310-0-4300-108-0000-3700-007-000 NN P		55.20	55.20	
131 PO-110121	01/11/2011	105456679	1 13-5310-0-4300-108-0000-3700-007-000 NN P		16.66	16.66	
131 PO-110121	01/11/2011	105206061	1 13-5310-0-4300-108-0000-3700-007-000 NN P		141.32	141.32	
TOTAL PAYMENT AMOUNT			213.18 *			213.18	
011422/00	SYSKO OF SAN FRANCISCO						
135 PO-110124	01/11/2011	095638	2 13-5310-0-4300-108-0000-3700-007-000 NN P		2,572.76	2,572.76	
135 PO-110124	01/11/2011	095638	3 13-5310-0-4700-108-0000-3700-007-000 NN P		3,785.91	3,785.91	
TOTAL PAYMENT AMOUNT			6,358.67 *			6,358.67	



81 CENTER UNIFIED SCHOOL DIST.  
1-13-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 01-13-2011  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
011357/00		TAP PLASTICS INC						
1430	PO-111186	01/11/2011	361211	1	13-5310-0-4400-108-0000-3700-007-000	NN F	135.94	135.94
TOTAL PAYMENT AMOUNT							135.94 *	135.94
TOTAL FUND				PAYMENT	22,075.33 **		22,075.33	



81 CENTER UNIFIED SCHOOL DIST.  
1-13-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 01-13-2011  
FUND : 14 DEFERRED MAINTENANCE FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
011374/00	CAPITOL MECHANICAL INC							
1178 PO-110983	01/11/2011	10182			1 14-0024-0-5600-106-9605-8110-007-000 NN F		1,715.00	1,715.00
TOTAL PAYMENT AMOUNT							1,715.00 *	1,715.00
018719/00	FERGUSON HEATING AND COOLING							
1413 PO-111171	01/11/2011	1564984			1 14-0024-0-4400-106-9607-8110-007-000 NN F		2,072.78	2,072.78
TOTAL PAYMENT AMOUNT							2,072.78 *	2,072.78
TOTAL FUND PAYMENT							3,787.78 **	3,787.78
TOTAL BATCH PAYMENT							246,359.29 ***	246,359.29
TOTAL USE TAX AMOUNT							52.47	52.47
TOTAL DISTRICT PAYMENT							246,359.29 ****	246,359.29
TOTAL USE TAX AMOUNT							52.47	52.47
TOTAL FOR ALL DISTRICTS:							246,359.29 ****	246,359.29
TOTAL USE TAX AMOUNT							52.47	52.47

Number of warrants to be printed: 89, not counting voids due to stub overflows.



81 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0042

To batch: 0042

Include Revolving Cash: Y

Include Address: N



81 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 01 GENERAL FUND

J9174 APY500 H.02.05 01/20/11 PAGE 1  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015797/00	ACE SUPPLY HARDWARE NORTH						
84 PO-110084	01/18/2011	082867/2	1 01-8150-0-4300-106-0000-8110-007-000 NN P			8.21	8.21
			TOTAL PAYMENT AMOUNT	8.21 *			8.21
014090/00	ALEKS CORPORATION						
1375 PO-111145	01/18/2011	30506	1 01-0000-0-4300-472-1251-1000-014-000 NN F			935.00	880.00
			TOTAL PAYMENT AMOUNT	880.00 *			880.00
010669/00	ALHAMBRA & SIERRA SPRINGS						
602 PO-110506	01/18/2011	27045224780816	1 01-0000-0-4300-105-0000-7200-005-000 NN P			32.55	32.55
			TOTAL PAYMENT AMOUNT	32.55 *			32.55
014733/00	ALL WEST COACHLINES INC.						
1445 PO-111198	01/18/2011	35620	1 01-0000-0-5810-472-1110-4000-014-915 NN F			634.50	634.50
1467 PO-111211	01/18/2011	35513	1 01-0000-0-5810-472-1110-4000-014-915 NN F			558.00	558.00
1468 PO-111212	01/18/2011	35670	1 01-0000-0-5810-472-1110-4000-014-915 NN F			711.00	711.00
			TOTAL PAYMENT AMOUNT	1,903.50 *			1,903.50
015253/00	APPLIED BEHAVIOR CONSULTANTS						
843 PO-110718	01/18/2011	28104	1 01-6500-0-5800-102-5750-1130-003-000 NN P			2,243.93	2,243.93
			TOTAL PAYMENT AMOUNT	2,243.93 *			2,243.93
018367/00	ASBURY ENVIRONMENTAL SERVICES						
1466 PO-111210	01/18/2011	130362421	1 01-7230-0-5800-112-0000-3600-007-000 NN F			75.00	75.00
			TOTAL PAYMENT AMOUNT	75.00 *			75.00
011481/00	AT&T						
10 PO-110016	01/18/2011	c602223781777	1 01-0000-0-5902-106-0000-8110-007-000 NN P			3,808.78	3,808.78
			TOTAL PAYMENT AMOUNT	3,808.78 *			3,808.78



81 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT	GOAL FUNC	RES DEP T9MP	Liq Amt	Net Amount	
016805/00	BATES, CHERYL							
729 PO-110612	01/18/2011	MILEAGE	1	01-6500-0-5800-102-5750-1180-003-000	NY P	31.32	31.32	
729 PO-110612	01/18/2011	INST	1	01-6500-0-5800-102-5750-1180-003-000	NY P	405.00	405.00	
TOTAL PAYMENT AMOUNT						436.32 *	436.32	
015662/00	BEHAVIORAL EDUCATION FOR							
605 PO-110530	01/18/2011	1022	1	01-6500-0-5800-102-5750-1180-003-000	NN P	76.50	76.50	
TOTAL PAYMENT AMOUNT						76.50 *	76.50	
014056/00	BENDER, LINDA							
1422 PO-111218	01/19/2011	REIMB	1	01-6520-0-5200-472-5770-1110-003-000	N F	769.18	769.18	
1422 PO-111218	01/19/2011	REIMB	2	01-9520-0-4300-472-1110-1000-003-000	N F	234.04	234.04	
TOTAL PAYMENT AMOUNT						1,003.22 *	1,003.22	
018173/00	BURGER PHYSICAL THERAPY SERV.							
1235 PO-111026	01/20/2011	stone	1	01-6500-0-5800-102-5750-1180-003-000	NN P	100.00	100.00	
TOTAL PAYMENT AMOUNT						100.00 *	100.00	
010706/00	BURKE ENGINEERING CO							
15 PO-110021	01/18/2011	S3108556.1	1	01-8150-0-4300-106-0000-8110-007-000	NN P	25.01	25.01	
15 PO-110021	01/18/2011	S3108973.2	1	01-8150-0-4300-106-0000-8110-007-000	NN P	1,486.53	1,486.53	
15 PO-110021	01/18/2011	S3097197.4	1	01-8150-0-4300-106-0000-8110-007-000	NN P	11.28	11.28	
TOTAL PAYMENT AMOUNT						1,522.82 *	1,522.82	
015063/00	BUYDIG.COM							
1378 PO-111147	01/19/2011	wx215333	1	01-0000-0-4400-472-1251-1000-014-000	YN F	399.27	367.46	
TOTAL PAYMENT AMOUNT						367.46 *	367.46	
TOTAL USE TAX AMOUNT						32.15		
022466/00	CISCO AIR SYSTEMS INC							
1435 PO-111189	01/18/2011	92529	1	01-8150-0-5600-106-0000-8110-007-000	NN F	367.89	367.89	
1440 PO-111193	01/18/2011	92510	1	01-0000-0-4300-472-0000-2700-014-000	NN F	157.43	157.43	
TOTAL PAYMENT AMOUNT						525.32 *	525.32	



81 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	Liq Amt	Net Amount			
014086/00	CLARINDA ACADEMY							
601 PO-110528	01/20/2011	DEC	2 01-6500-0-5800-102-5750-1180-003-000 NN P	4,125.00	4,125.00			
TOTAL PAYMENT AMOUNT			4,125.00 *		4,125.00			
015699/00	CLARK SECURITY PRODUCTS							
20 PO-110026	01/18/2011	SA03066201	1 01-8150-0-4300-106-0000-8110-007-000 NN P	96.06	96.06			
TOTAL PAYMENT AMOUNT			96.06 *		96.06			
014524/00	CONTINENTAL ATHLETIC							
1406 PO-111169	01/18/2011	0055557-IN	1 01-0000-0-5800-472-1263-4000-014-000 NN F	320.59	320.59			
TOTAL PAYMENT AMOUNT			320.59 *		320.59			
014112/00	COUNTY OF SACRAMENTO VOTER							
1488 PO-111226	01/19/2011	11-007	1 01-0000-0-5805-120-0000-7110-001-000 NN F	9,783.00	9,783.00			
TOTAL PAYMENT AMOUNT			9,783.00 *		9,783.00			
010173/00	DAY-TIMERS							
1277 PO-111058	01/18/2011	60416716	1 01-6500-0-4300-102-5060-2110-003-000 NN P	31.46	31.46			
TOTAL PAYMENT AMOUNT			31.46 *		31.46			
020870/00	EDUCATIONAL TESTING SERVICE							
1453 PO-111206	01/18/2011	SP20029770	1 01-0000-0-4300-103-0000-2110-003-000 NN F	827.50	827.50			
TOTAL PAYMENT AMOUNT			827.50 *		827.50			
019262/00	ENTERPRISE RENT A CAR							
1471 PO-111215	01/18/2011	D844898	1 01-0000-0-5810-472-1110-4000-014-915 NN F	111.09	111.09			
1472 PO-111216	01/18/2011	D844996	1 01-0000-0-5810-472-1110-4000-014-915 NN F	183.12	183.12			
TOTAL PAYMENT AMOUNT			294.21 *		294.21			



81 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP	Liq Amt	Net Amount	
021264/00	ERIE COMPUTER COMPANY							
1371 PO-111141	01/18/2011	SI-486969	1	01-0000-0-4300-472-1251-1000-014-000	NN F	40.57	40.39	
TOTAL PAYMENT AMOUNT						40.39 *	40.39	
011772/00	FOLLETT SOFTWARE COMPANY							
1484 PO-111225	01/19/2011	928884	1	01-0000-0-5800-472-0000-2420-014-000	NN F	450.00	450.00	
TOTAL PAYMENT AMOUNT						450.00 *	450.00	
017315/00	GENUINE PARTS COMPANY-SAC							
377 PO-110315	01/19/2011	20901850	1	01-7230-0-4300-112-0000-3600-007-000	NN P	473.67	473.67	
TOTAL PAYMENT AMOUNT						473.67 *	473.67	
022347/00	GIVE SOMETHING BACK							
1355 PO-111124	01/18/2011	1764275-0	1	01-0000-0-4300-472-1224-1000-014-000	NN F	615.79	615.24	
TOTAL PAYMENT AMOUNT						615.24 *	615.24	
021234/00	GLASS DOCTOR OF THE FOOTHILLS							
1117 PO-110932	01/18/2011	2-24664	1	01-7230-0-4300-112-0000-3600-007-000	NN P	69.99	69.99	
TOTAL PAYMENT AMOUNT						69.99 *	69.99	
014431/00	HEAR SAY SPEECH AND LANGUAGE							
782 PO-110646	01/18/2011	10-20073	1	01-6500-0-5800-102-5750-1180-003-000	NN P	344.25	344.25	
TOTAL PAYMENT AMOUNT						344.25 *	344.25	
017347/00	HEWLETT PACKARD COMPANY							
1278 PO-111059	01/18/2011	48769559	3	01-0000-0-4300-472-1251-1000-014-000	NN F	71.72	71.72	
1278 PO-111059	01/18/2011	48656811,48769559	1	01-0000-0-4400-472-1251-1000-014-000	NN F	162.04	162.04	
1278 PO-111059	01/18/2011	48656811	2	01-0000-0-5612-472-1251-1000-014-000	NN F	68.00	68.00	
TOTAL PAYMENT AMOUNT						301.76 *	301.76	



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP T9MP	Liq Amt	Net Amount
017002/00	HOME DEPOT CREDIT SERVICES							
46 PO-110047	01/18/2011	6081385	1	01-0000-0-4300-106-0000-8110-007-000	NN P		29.33	29.33
TOTAL PAYMENT AMOUNT							29.33 *	29.33
022170/00	JAPPERT, APRIL							
716 PO-110606	01/18/2011	DEC	1	01-6500-0-5800-102-5770-3600-003-000	NN P		201.50	201.50
TOTAL PAYMENT AMOUNT							201.50 *	201.50
016102/00	KAJLA, AMRIT							
1469 PO-111214	01/20/2011	reimb	2	01-5640-0-5200-103-0000-3140-017-000	NN F		180.00	180.00
1469 PO-111214	01/18/2011	REIMB	1	01-5640-0-5300-103-0000-3140-017-000	NN F		210.00	210.00
TOTAL PAYMENT AMOUNT							390.00 *	390.00
016124/00	KENNEDY INDUSTRIES INC							
1297 PO-111078	01/18/2011	48312	1	01-0000-0-4300-472-1263-4000-014-000	YN F		177.69	162.40
TOTAL PAYMENT AMOUNT							162.40 *	162.40
TOTAL USE TAX AMOUNT							14.21	
022467/00	LANGUAGE LINE SERVICES							
960 PO-110794	01/18/2011	2659568	1	01-0000-0-5800-103-0000-2110-003-000	NN P		57.48	57.48
960 PO-110794	01/20/2011	501003	1	01-0000-0-5800-103-0000-2110-003-000	NN P		5.72	5.72
TOTAL PAYMENT AMOUNT							63.20 *	63.20
017726/00	LOS ANGELES FREIGHTLINER							
372 PO-110309	01/20/2011	BN15249	1	01-7230-0-4300-112-0000-3600-007-000	NN P		1,255.31	1,255.31
372 PO-110309	01/20/2011	BN15160	1	01-7230-0-4300-112-0000-3600-007-000	NN P		134.08	134.08
TOTAL PAYMENT AMOUNT							1,389.39 *	1,389.39
022230/00	MANAGED HEALTH NETWORK							
89 PO-110087	01/19/2011	3200023511	1	01-0000-0-3401-100-1110-1000-000-000	NN P		1,173.15	1,173.15
TOTAL PAYMENT AMOUNT							1,173.15 *	1,173.15



81 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP T9MP	Liq Amt	Net Amount
019246/00	MAYER-JOHNSON LLC							
1257 PO-111052	01/19/2011	44174-mj1-44558	1	01-6500-0-4300-102-5750-1110-003-011	YN P		35.00	35.00
1257 PO-111052	01/19/2011	4174-MJI-45231	1	01-6500-0-4300-102-5750-1110-003-011	YN F		30.25	25.00
		TOTAL PAYMENT AMOUNT				60.00 *		60.00
		TOTAL USE TAX AMOUNT				5.25		
011197/00	MINGUS MOUNTAIN ACADEMY							
676 PO-110568	01/19/2011	1010	1	01-6500-0-5800-102-5750-1180-003-000	NN P		2,625.00	2,625.00
676 PO-110568	01/19/2011	1210	1	01-6500-0-5800-102-5750-1180-003-000	NN P		2,625.00	2,625.00
		TOTAL PAYMENT AMOUNT				5,250.00 *		5,250.00
022163/00	ODYSSEY							
638 PO-110544	01/18/2011	8002253	1	01-6500-0-5800-102-5750-1180-003-000	NN P		2,280.87	2,280.87
		TOTAL PAYMENT AMOUNT				2,280.87 *		2,280.87
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
1322 PO-111113	01/18/2011	544481896001	1	01-5640-0-4300-601-9728-3150-017-000	NN F		62.36	62.36
		TOTAL PAYMENT AMOUNT				62.36 *		62.36
019700/00	PITNEY BOWES INC							
398 PO-110347	01/19/2011	29068528-JA11	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
014544/00	PLACER COUNTY CLERK							
1489 PO-111227	01/19/2011	1110-15	1	01-0000-0-5805-120-0000-7110-001-000	N F		886.25	886.25
		TOTAL PAYMENT AMOUNT				886.25 *		886.25
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
119 PO-110111	01/20/2011	11823-00	1	01-0000-0-5800-111-0000-8200-007-000	NN P		317.58	317.58
186 PO-110180	01/18/2011	11823-02	4	01-0000-0-5800-472-1203-1000-014-000	NN F		132.72	7.16
186 PO-110180	01/18/2011	11823-02	3	01-0000-0-5800-472-1210-1000-014-000	NN F		288.24	15.22
380 PO-110318	01/18/2011	DEC	1	01-7230-0-5800-112-0000-3600-007-000	NN P		269.90	269.90
		TOTAL PAYMENT AMOUNT				609.86 *		609.86



81 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014339/00	RED ROCK CANYON SCHOOL						
695 PO-110577	01/19/2011	3591	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	01/18/2011	81049	1 01-7230-0-4300-112-0000-3600-007-000 NN P			562.21	562.21
			TOTAL PAYMENT AMOUNT	562.21 *			562.21
016136/00	ROBERTSON, MICHELLE						
1477 PO-111220	01/19/2011	REIMB	1 01-5635-0-5800-601-1220-1000-017-000 NN F			97.20	97.20
			TOTAL PAYMENT AMOUNT	97.20 *			97.20
010552/00	SAC VAL JANITORIAL						
903 PO-110753	01/18/2011	01924652	1 01-0000-0-9320-000-0000-0000-000 NN P			580.60	580.60
903 PO-110753	01/18/2011	01924655	1 01-0000-0-9320-000-0000-0000-000 NN P			507.66	507.66
			TOTAL PAYMENT AMOUNT	1,088.26 *			1,088.26
021289/00	SACRAMENTO COUNTY OFF. OF ED.						
1303 PO-111084	01/18/2011	111000	1 01-3010-0-5200-371-1110-1000-012-000 NN F			600.00	600.00
			TOTAL PAYMENT AMOUNT	600.00 *			600.00
013973/00	SAMBA HOLDINGS INC						
385 PO-110323	01/18/2011	0135867	1 01-7230-0-5600-112-0000-3600-007-000 NN P			17.00	17.00
			TOTAL PAYMENT AMOUNT	17.00 *			17.00
010373/00	SCHOOLS INSURANCE AUTHORITY						
823 PO-110690	01/18/2011	2011UST-KAM.015	1 01-7230-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
			TOTAL PAYMENT AMOUNT	150.00 *			150.00



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81 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
011481/00	AT&T							
343	PO-110293	01/20/2011	C60222378177	1	09-0700-0-5902-503-0000-2700-018-000	NN P	38.91	38.91
				TOTAL PAYMENT AMOUNT		38.91 *		38.91
				TOTAL FUND	PAYMENT	38.91 **		38.91



81 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011481/00	ATLT							
196 PO-110189	01/20/2011	C602223781777		1 11-0030-0-5902-601-4130-1000-017-000 NN P			11.83	11.83
TOTAL PAYMENT AMOUNT							11.83 *	11.83
022175/00	MCGRAW HILL/CONTEMPORARY							
1337 PO-111107	01/19/2011	58956432001		1 11-0030-0-5800-601-4130-1000-017-000 NN F			413.55	179.89
TOTAL PAYMENT AMOUNT							179.89 *	179.89
TOTAL FUND PAYMENT							191.72 **	191.72



81 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				Liq Amt	Net Amount
018143/00		CHILD DEVELOPMENT CENTERS INC						
950 PO-110807	01/18/2011	5030-1110	1 12-6105-0-5800-100-8500-1000-005-000 NN P				55,682.08	55,682.08
950 PO-110807	01/20/2011	5030-1210	1 12-6105-0-5800-100-8500-1000-005-000 NN P				59,734.24	59,734.24
		TOTAL PAYMENT AMOUNT					115,416.32 *	115,416.32
		TOTAL FUND PAYMENT					115,416.32 **	115,416.32



81 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010700/00	ARAMARK UNIFORM SERVICES INC						
148 PO-110137	01/18/2011	471338001	1 13-5310-0-5800-108-0000-3700-007-000 NN P			341.50	341.50
			TOTAL PAYMENT AMOUNT	341.50 *			341.50
017002/00	HOME DEPOT CREDIT SERVICES						
1428 PO-111185	01/18/2011	6035-3225-3235-4507	1 13-5310-0-4300-108-0000-3700-007-000 NN F			112.06	112.06
			TOTAL PAYMENT AMOUNT	112.06 *			112.06
016279/00	P&R PAPER SUPPLY						
883 PO-110738	01/20/2011	N02808-00	1 13-5310-0-4300-108-0000-3700-007-000 NN F			269.97	249.31
			TOTAL PAYMENT AMOUNT	249.31 *			249.31
014069/00	PLATT ELECTRIC SUPPLY						
1184 PO-110907	01/20/2011	8889736	1 13-5310-0-4300-108-0000-3700-007-000 NN F			235.02	233.85
			TOTAL PAYMENT AMOUNT	233.85 *			233.85
016043/00	SHELTONS UNLIMITED MECHANICAL						
1457 PO-111204	01/18/2011	10110	1 13-5310-0-5600-108-0000-3700-007-000 NY P			140.00	140.00
			TOTAL PAYMENT AMOUNT	140.00 *			140.00
			TOTAL FUND PAYMENT	1,076.72 **			1,076.72



61 CENTER UNIFIED SCHOOL DIST.  
01-20-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 01-20-11  
FUND : 21 BUILDING FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Reg Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014069/00		PLATT ELECTRIC SUPPLY					
812 PO-110683	01/19/2011	8365161	1 21-0000-0-6236-472-9630-8500-007-000 NN P			388.79	388.79
		TOTAL PAYMENT AMOUNT		388.79 *			388.79
		TOTAL FUND PAYMENT		388.79 **			388.79
		TOTAL BATCH PAYMENT		176,469.86 ***	0.00		176,469.86
		TOTAL USE TAX AMOUNT		51.61			
		TOTAL DISTRICT PAYMENT		176,469.86 ****	0.00		176,469.86
		TOTAL USE TAX AMOUNT		51.61			
		TOTAL FOR ALL DISTRICTS:		176,469.86 ****	0.00		176,469.86
		TOTAL USE TAX AMOUNT		51.61			

Number of warrants to be printed: 66, not counting voids due to stub overflows.



81 CENTER UNIFIED SCHOOL DIST.  
01-26-11

ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0043

To batch: 0043

Include Revolving Cash: Y

Include Address: N



81 CENTER UNIFIED SCHOOL DIST.  
01-26-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 012611  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
010896/00	AT&T MOBILITY							
428 PO-110405	01/25/2011	436077910697		1	01-0000-0-5903-110-0000-7200-004-000 NN P	94.89	94.89	
					TOTAL PAYMENT AMOUNT	94.89 *		94.89
014056/00	BENDER, LINDA							
1518 PO-111253	01/25/2011	REIMB		2	01-6520-0-5200-472-5770-1110-003-000 N F	51.00	51.00	
1518 PO-111253	01/25/2011	REIMB		1	01-9520-0-5211-472-1110-1000-003-000 N F	38.00	38.00	
					TOTAL PAYMENT AMOUNT	89.00 *		89.00
010340/00	CALIFORNIA STATE DEPARTMENT OF							
107 PO-110105	01/25/2011	827787		1	01-0000-0-5800-110-0000-7200-004-000 NN P	96.00	96.00	
					TOTAL PAYMENT AMOUNT	96.00 *		96.00
010407/00	CENTER UNIFIED REVOLVING FUND	0000000000						
1505 PO-111241	01/25/2011	4012		1	01-7230-0-5800-112-0000-3600-007-000 NN F	78.00	78.00	
					TOTAL PAYMENT AMOUNT	78.00 *		78.00
015718/00	CUSTOM BENEFIT ADMINISTRATORS							
PV-111055	01/25/2011	JAN 31,2011			01-0000-0-9552-000-0000-0000-000 NN		2,701.38	
					TOTAL PAYMENT AMOUNT	2,701.38 *		2,701.38
011613/00	DITTO PRINT & COPY							
1347 PO-111122	01/25/2011	4422		1	01-0000-0-5800-101-0000-7150-002-000 NN F	147.08	148.65	
					TOTAL PAYMENT AMOUNT	148.65 *		148.65
020064/00	ENABLING DEVICES TOYS FOR							
1463 PO-111207	01/25/2011	0318715-IN		1	01-6500-0-4300-102-5770-1190-003-033 NN F	468.48	439.80	
					TOTAL PAYMENT AMOUNT	439.80 *		439.80



81 CENTER UNIFIED SCHOOL DIST.  
01-26-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 012611  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019262/00		ENTERPRISE RENT A CAR					
1510 PO-111246	01/25/2011	D844825	1 01-0000-0-5810-472-1110-4000-014-915 NN F			111.40	111.40
1513 PO-111248	01/25/2011	D844376	1 01-0000-0-5810-472-1110-4000-014-915 NN F			91.56	91.56
1514 PO-111249	01/26/2011	D844324	1 01-0000-0-5810-472-1110-4000-014-915 NN F			91.68	91.68
1515 PO-111250	01/25/2011	D844897	1 01-0000-0-5810-472-1110-4000-014-915 NN F			111.40	111.40
1516 PO-111251	01/25/2011	D844995	1 01-0000-0-5810-472-1110-4000-014-915 NN F			183.12	183.12
		TOTAL PAYMENT AMOUNT		589.16 *			589.16
016750/00		JUST SEND IT POSTAL CENTER					
829 PO-110698	01/25/2011	214393	1 01-8150-0-5800-106-0000-8110-007-000 NN P			240.00	240.00
		TOTAL PAYMENT AMOUNT		240.00 *			240.00
010355/00		KAISER					
PV-111058	01/25/2011	FEBRUARY	01-0000-0-9552-000-0000-0000-000-000 NN				154,534.41
		TOTAL PAYMENT AMOUNT		154,534.41 *			154,534.41
015747/00		MILES, PRESTINNA					
1500 PO-111238	01/25/2011	MILEAGE	1 01-0000-0-5210-110-0000-7200-004-000 NN F			17.85	17.85
		TOTAL PAYMENT AMOUNT		17.85 *			17.85
016136/00		ROBERTSON, MICHELLE					
1509 PO-111245	01/25/2011	REIMB	1 01-3010-0-5800-103-1110-1000-003-940 NN F			230.40	230.40
		TOTAL PAYMENT AMOUNT		230.40 *			230.40
016821/00		SACRAMENTO COUNTY					
PV-111056	01/25/2011	LATE FEE	01-0000-0-5800-106-0000-8200-007-000 NN				116.07
		TOTAL PAYMENT AMOUNT		116.07 *			116.07
010263/00		SMUD					
81 PO-110081	01/25/2011	3652313	1 01-0000-0-5530-106-0000-8110-007-000 NN P			29.01	29.01
		TOTAL PAYMENT AMOUNT		29.01 *			29.01



81 CENTER UNIFIED SCHOOL DIST.  
01-26-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 012611  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016005/00	SWRCB ACCOUNTING OFFICE						
1496 PO-111236	01/25/2011	SW-0030627	1 01-8150-0-5800-106-0000-8110-007-000 NN F			1,008.00	1,008.00
TOTAL PAYMENT AMOUNT			1,008.00 *				1,008.00
014079/00	THYSSENKRUPP ELEVATOR CORP						
87 PO-110090	01/25/2011	1090084308	1 01-0000-0-5600-106-0000-8110-007-000 NN P			795.57	795.57
TOTAL PAYMENT AMOUNT			795.57 *				795.57
016370/00	TWIN RIVERS UNIFIED SCH DIST						
671 PO-110564	01/25/2011	111295	1 01-0031-0-5801-110-0000-8300-004-000 NN P			11,000.00	11,000.00
TOTAL PAYMENT AMOUNT			11,000.00 *				11,000.00
010127/00	UNITED PARCEL SERVICE						
1499 PO-111235	01/25/2011	YW013031	1 01-8150-0-5901-106-0000-8110-007-000 NN P			8.93	8.93
TOTAL PAYMENT AMOUNT			8.93 *				8.93
022179/00	US HEALTHWORKS						
1249 PO-111035	01/25/2011	1827359-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P			180.00	180.00
1249 PO-111035	01/25/2011	1825657-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P			76.00	76.00
1249 PO-111035	01/25/2011	1819494-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN F			93.00	76.00
1508 PO-111244	01/25/2011	1821884-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P			314.00	314.00
TOTAL PAYMENT AMOUNT			646.00 *				646.00
022221/00	WESTERN HEALTH ADVANTAGE						
PV-111057	01/25/2011	FEBRUARY	01-0000-0-9552-000-0000-0000-000-000 NN				91,723.13
TOTAL PAYMENT AMOUNT			91,723.13 *				91,723.13
014057/00	WINCKLER, DEBBIE						
1501 PO-111239	01/25/2011	MILEAGE	1 01-0000-0-5210-110-0000-7200-004-000 N F			17.85	17.85
TOTAL PAYMENT AMOUNT			17.85 *				17.85
TOTAL FUND PAYMENT			264,604.10 **				264,604.10



81 CENTER UNIFIED SCHOOL DIST.  
01-26-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 012611  
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD RESO P	OBJE SIT	FUNC RES	DEP T9MP	Liq Amt	Net Amount	
018471/00	HILTON GARDEN INN														
	1490 PO-111234	01/25/2011	CONF						1 09-1100-0-5800-501-0000-2700-016-000	NN	F		863.10	863.10	
TOTAL PAYMENT AMOUNT													863.10 *	863.10	
TOTAL FUND													PAYMENT	863.10 **	863.10



81 CENTER UNIFIED SCHOOL DIST.  
01-26-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 012611  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020098/00	BIG TRAY						
1250 PO-111036	01/26/2011	532044	1 13-5310-0-6500-108-0000-8500-007-000 NN F			14,024.84	15,494.84
TOTAL PAYMENT AMOUNT						15,494.84 *	15,494.84
018438/00	ECOLAB FOOD SAFETY SPECIALTIES						
138 PO-110127	01/25/2011	4457194	1 13-5310-0-4300-108-0000-3700-007-000 NN P			123.49	123.49
TOTAL PAYMENT AMOUNT						123.49 *	123.49
010757/00	KIWI DISTRIBUTING INC						
587 PO-110504	01/25/2011	166747	1 13-5310-0-5600-108-0000-3700-007-000 NN P			298.50	298.50
587 PO-110504	01/25/2011	166744	1 13-5310-0-5600-108-0000-3700-007-000 NN P			97.74	97.74
587 PO-110504	01/25/2011	166762	1 13-5310-0-5600-108-0000-3700-007-000 NN P			520.88	520.88
587 PO-110504	01/25/2011	166746	1 13-5310-0-5600-108-0000-3700-007-000 NN P			186.00	186.00
587 PO-110504	01/25/2011	166748	1 13-5310-0-5600-108-0000-3700-007-000 NN P			223.50	223.50
587 PO-110504	01/25/2011	166745	1 13-5310-0-5600-108-0000-3700-007-000 NN P			186.00	186.00
587 PO-110504	01/25/2011	166743	1 13-5310-0-5600-108-0000-3700-007-000 NN P			261.00	261.00
TOTAL PAYMENT AMOUNT						1,773.62 *	1,773.62
015485/00	NOMMENSEN, KAREN						
1519 PO-111254	01/25/2011	refund	1 13-5310-0-8634-000-0000-0000-000-000 NN F			21.75	21.75
TOTAL PAYMENT AMOUNT						21.75 *	21.75
011134/00	ROYAL CHEMICAL INC						
1503 PO-111240	01/25/2011	SI-77171	1 13-5310-0-4300-108-0000-3700-007-000 NN F			444.48	444.48
TOTAL PAYMENT AMOUNT						444.48 *	444.48
019386/00	SAETEUN, KATHY						
1497 PO-111237	01/25/2011	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F			2.60	2.60
TOTAL PAYMENT AMOUNT						2.60 *	2.60
TOTAL FUND PAYMENT						17,860.78 **	17,860.78



81 CENTER UNIFIED SCHOOL DIST.  
01-26-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 012611  
FUND : 14 DEFERRED MAINTENANCE FUND

J9410 APY500 H.02.05 01/26/11 PAGE 6  
<< 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				
015699/00	CLARK SECURITY PRODUCTS	#	#				
1423 PO-111177	01/25/2011	SA-02972501	1 14-0024-0-4300-106-9608-8110-007-000 NN F			741.89	741.89
			TOTAL PAYMENT AMOUNT	741.89 *			741.89
			TOTAL FUND PAYMENT	741.89 **			741.89
			TOTAL BATCH PAYMENT	284,069.87 ***	0.00		284,069.87
			TOTAL DISTRICT PAYMENT	284,069.87 ****	0.00		284,069.87
			TOTAL FOR ALL DISTRICTS:	284,069.87 ****	0.00		284,069.87

Number of warrants to be printed: 29, not counting voids due to stub overflows.



*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

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

**Date:** February 16, 2011

**Information Item** X

**From:** Craig Deason, Assist. Supt.

**# Attached Pages** 5

**Assist. Supt. Initials:** CD

**SUBJECT:** Conference Attendance

Isabella Maranon will be attending the California Association of School Transportation Officials Conference in San Diego, California, April 16 - 18, 2011.

Registration fees will be paid from Transportation funds.



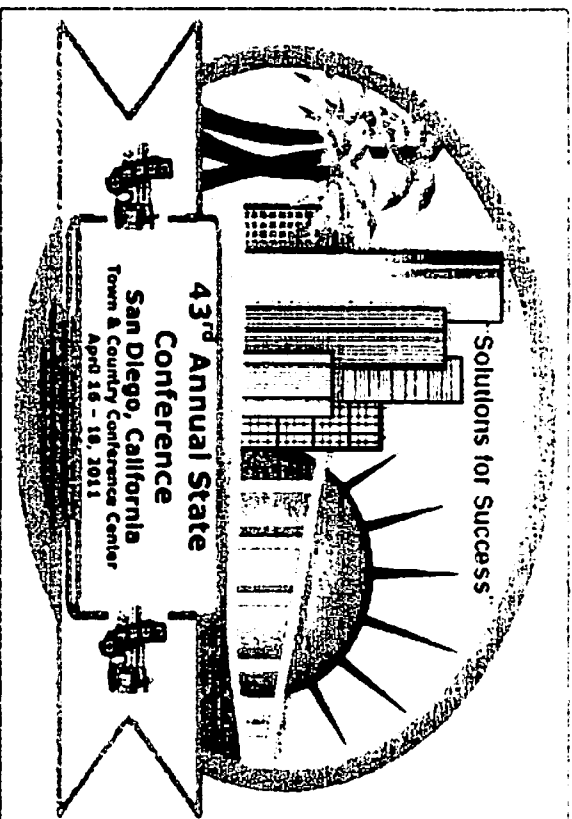


# CALIFORNIA ASSOCIATION OF SCHOOL TRANSPORTATION OFFICIALS



## CONFERENCE INFORMATION

Reg # 1344



As CASTO celebrates 43 years of pupil transportation safety, we invite you to join us at the 2011 CASTO State Conference in beautiful San Diego, California, April 16-18, 2011.

### WHO SHOULD ATTEND?

School Board Members  
Transportation Administrators  
Instructors/BTW Trainers  
Dispatchers  
Industry Suppliers

School Administrators  
Vehicle Maintenance Managers  
Early Childhood Educators  
School Bus Drivers

Chief Business Officials  
Mechanics  
Head Start Professionals  
Bus Attendants

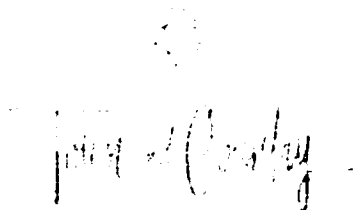
### CASTO FACTS

- ♦ CASTO was founded in 1968 and is the officially recognized state pupil transportation organization
- ♦ CASTO membership exceeds 1500 with hundreds in attendance at the State Conference
- ♦ CASTO provides a communication network of pupil transportation experts throughout California and the nation
- ♦ CASTO is the legislative voice for pupil transportation in Sacramento

### CONFERENCE FACILITIES AND HOUSING

The host hotel for the 2011 conference is the  
**Town and Country Resort Hotel and Convention Center, 500 Hotel Circle North, San Diego**  
Reservations must be made individually no later than March 21, 2011.  
The Exhibit Show will be held at the Convention Center.





## HOUSING RESERVATIONS AND PARKING

Room rates at the Town and Country Resort are \$125.00, plus tax. To make your reservations, call the hotel at (800)772-8527. (Don't forget to identify yourself as CASTO to receive this discounted room rate). Check-in time is 3:00 pm; checkout time is 11:00 am. Self-parking rate is \$8.00 per day.

## REGISTRATION INFORMATION

CASTO members only can take advantage of the limited time special that expires on December 15, 2010. Full-conference registration and payment postmarked no later than March 15, 2011 will receive the early-bird discount. For more information, see the registration form. Additional meal tickets will be available on a date-received basis until maximum limits are reached. We encourage you to register early to guarantee your attendance at the conference. Written cancellation requests postmarked prior to April 1, 2011, will be refunded less a 10% handling fee. Purchase orders will be accepted up to April 1, 2011.

### Onsite Registration will be open the following hours:

Friday, April 15, 2011	2:00 pm – 4:30 pm
Saturday, April 16, 2011	6:30 am – 10:30 am
11:30	am – 1:30 pm
3:00	pm – 4:30 pm
Sunday, April 17, 2011	6:30 am – 7:30 am
11:30	am – 1:30 pm



## GOLF TOURNAMENT



The Golf Tournament will be held at the Riverwalk Golf Club Friday April 15, 2011 at 7:30 am. One entry for the golf tournament is \$150. This year's the golf tournament will be benefiting the Children's Hospital of San Diego. All those participating in the golf tournament must complete a golf registration form and return it to the conference registrar. For more information, see the registration form.

## BOWLING TOURNAMENT



Golfing not your "cup of tee?" Join us for the CASTO Bowling Tournament, 11:00 am, Friday, April 15, 2011, at Kearny Mesa Bowl, 7585 Clairemont Mesa Blvd, San Diego, 92111. (858) 279-1501. The cost is \$40.00 per person. All those participating in the bowling tournament must complete a bowling registration form and return it to the conference registrar. Transportation will be available from the hotel. *A \$200 sponsorship is available and includes one free bowler.*



## CONFERENCE PROGRAMS AND ACTIVITIES

All Conference activities, excluding bowling and golf, will be held at the Town and Country Resort with the Exhibit Show at the Convention Center.

**Friday, April 15:** Conference activities begin with the annual golf tournament at 6:30 am for golf registration with tee-off at 7:30 am. The annual bowling tournament will begin at 11:00 am. Conference registration is open from 2:00 pm - 4:30 pm.

**Saturday, April 16:** Conference general session begins at 8:00 a.m. with, Dr. Cal LeMon, a fantastic keynote speaker and CASTO Honorary Member. Following the general session, you will have several pre-conference break-out sessions from which to choose. Lunch will be on your own followed by more break-out sessions. The Exhibit Show at the Convention Center begins at 2:00 pm for those with VIP passes and 3:00 pm for all attendees. The Exhibit Show closes at 6:00 pm. The evening concludes with a delicious buffet dinner at pool side with a Tropical theme. **Wear your Hawaiian shirt** and dance to the music of DJ's Joe and Charlene.

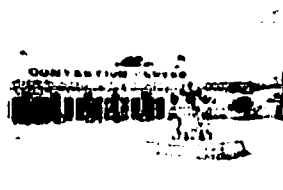
**The Instructor Round-up is back, Saturday Night at pool side.** Come one, come all, to the Instructor's Reunion! Get together with classmates from the Academy. Maybe your Academy class will win the contest for the most instructors in attendance or you may win some of the other contests. Have you ever watched American Idol or Minute-to-Win-it? The OST Staff from DOE will be your CASTO judges. Don't miss this special evening of fun!

**Sunday, April 17:** Conference opens with breakfast, the poster contest winner, awards, election results, installation of the CASTO 2011-2012 State Executive Board and a keynote speaker. Following the lunch on-your-own break, conference attendees will participate in more training in the afternoon break-out sessions. If you missed Vendor Direct last year, it's back! Attend a fast-paced unique opportunity to hear from suppliers as they compete to see who can talk the fastest in their five-minute allotment. The evening will conclude with a delicious buffet dinner at pool side with a Disco theme, **so wear your disco/70's outfit.** Enjoy music and dancing with DJ's Joe and Charlene.

**Supplier Meet and Greet, Sunday Night at pool side.** Didn't get to talk long enough to your favorite supplier at the trade show? No problem! Now you can at the pool side party. How about challenging them to a Minute-to-Win-it game?

**Monday, April 18:** Conference programs begin at 8:00 am. Expect a full day of training, networking, information, legislation information, CDE round table and the State Agency Panel.

**A full-conference package will include all general sessions, all break-out sessions, the Saturday night buffet dinner, Exhibit Show, Sunday breakfast and Sunday night buffet dinner.**





**California Association of School Transportation Officials**  
**43<sup>rd</sup> Annual State Conference & Exhibit Show – April 16 - 18, 2011**  
**Town and Country Resort and Convention Center, San Diego**



# **Conference Registration Form**

Name ISABELLA MARANON

(As you wish it to appear on your name badge)

Title TRANSPORTATION SUPERVISOR

Employer/District CENTER JOINT UNIFIED SCHOOL DISTRICT

(No Abbreviations Please)

Mailing Address 8408 WATT AVE.

City SACRAMENTO

State CA Zip 95817

Phone (916) 338-6305 FAX (916) 338-6349 Email lmaranon@centerusd.org

Registration Packages	Quantity	CASTO Member	Non-Member	Total
<b>Full Conference (Early-bird) Prior to 3/15/11</b> ✓ Includes all Conference Sessions ✓ Saturday Exhibit Show ✓ Saturday Tropical Theme Night/Buffer dinner ✓ Sunday Breakfast ✓ Sunday Disco Theme/Buffer Dinner	1	\$ 350	\$ 425	350
Limited Time Special for Members Only		\$ 295	Not Available	
Full Conference Package Before 12/15/10				
Full Conference Package after 3/15/11		\$ 375	\$ 450	
Full Conference Retired		\$ 275		
<b>Saturday Pre-Conference</b> ✓ Saturday Workshop Sessions Only		\$ 50	\$ 75	
<b>Saturday Full Package</b> ✓ Includes all Saturday Sessions ✓ Exhibit Show ✓ Saturday Buffet Dinner		\$ 125	\$ 150	
<b>Sunday Package</b> ✓ Includes all Sunday Sessions ✓ Sunday Breakfast and General Session ✓ Sunday Buffet Dinner		\$ 150	\$ 175	
<b>Monday Package</b> ✓ Includes all Monday Sessions		\$ 100	\$ 125	

Credit Card Information: Circle One: Visa MasterCard

Name on Credit Card

Billing Address for Card

Card Number

Expiration Date

Security Code Number

Signature

Additional Items Requested	Qty	Cost Each	Total
Saturday Buffet Dinner		\$ 65	
Exhibit Show only		\$ 25	
Sunday Breakfast		\$ 45	
Sunday Buffet Dinner		\$ 65	

<b>TOTAL CONFERENCE AMOUNT DUE</b>	<b>\$ 350</b>
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Make checks payable to CASTO - No Purchase Orders Accepted after April 1, 2011

Mail completed Registration to: **CASTO - PO Box 66, Aromas, CA 95004** or fax to 831-761-2656

Questions and Information: email Mark at [mark\\_verch@pvusd.net](mailto:mark_verch@pvusd.net)



**CENTER JOINT UNIFIED SCHOOL DISTRICT**

TELEPHONE (916)338-6400

FAX (916)338-6345

**PURCHASE ORDER****No. 111272**TO: 017846  
CASTO  
P.O. BOX 66  
AROMAS CA 95004SHIP TO: TRANSPORTATION DEPARTMENT  
CENTER JOINT UNIFIED SCH DIST  
8408 WATT AVENUE  
ANTELOPE, CA 95843-9116**COPY**

Phone: -

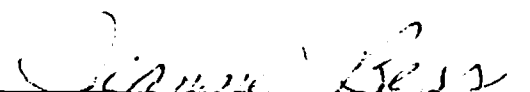
Fax: (831)761-2656

<b>ORDER DATE</b> 02/01/2011		<b>SUBMITTED BY</b> K. ROGERS/I. MARANON/C. DEASON		<b>SITE NAME</b> TRANSPORTATION		<b>REQ#</b> 001544	
<b>PURCHASE ORDER NUMBER MUST BE SHOWN ON ALL PACKAGES, INVOICES AND CORRESPONDENCE</b>							
<b>ITEM#</b>	<b>QTY</b>	<b>UNIT</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>AMOUNT</b>		
1	1	EA	CALIFORNIA ASSOCIATION OF SCHOOL TRANSPORTATION OFFICIALS (CASTO) CONFERENCE DATE: APRIL 16-18, 2011 LOCATION: SAN DIEGO, CA ATTENDEE: ISABELLA MARANON (TRANSPORTATION SUPERVISOR)  *PLEASE FAX REGISTRATION & PO TO: 1-831-761-2656*PAPERWORK TO MARIE	350.000	350.00		
				SUB-TOTAL	350.00		
				FREIGHT	0.00		
				TAX	0.00		
				TOTAL	350.00		

*Faxed*  
**ENTERED FEB 01 2011**

01-7230-0-5200-112-0000-3600-007-000

350.00

TERMS: NET 30 DAYS  
INVOICE TO: Center Joint Unified School District  
ACCOUNTS PAYABLE  
8408 WATT AVE  
ANTELOPE, CA 95843-9116  
Authorized Signature



AGENDA ITEM # **XVI-2**

## Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Antelope View Charter School

**Action Item**

**Date:** February 4, 2011

**Information Item X**

**To:** Board of Trustees

**From:** David DeArcos

**Principal's Initials:**

*DD.*

**SUBJECT:**

**AVCS 8<sup>th</sup> grade Promotion and High School Graduation will be held on Tuesday, May 24, 2011 at 4:00 and 7:00 in the CHS Theater.**

AGENDA ITEM # **XVI-2**



*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item**     X    **To:** Board of Trustees**Information Item**           **Date:** February 16, 2011**# Attached Pages**     11    **From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:**           **SUBJECT: 2011 CSBA Delegate Assembly Election**

The board as a whole may vote for up to five (5) candidates as indicated on the ballot. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2011 - March 31, 2013.

**RECOMMENDATION:**





***TIME SENSITIVE, REQUIRES BOARD ACTION***  
***DEADLINE Tuesday, March 15, 2011***

January 31, 2011

**TRANSMITTAL**

**TO:** All Board Presidents and Superintendents  
CSBA Member Boards of Education

**FROM:** Michelle Neto, Administrative Assistant

**SUBJECT:** 2011 CSBA Delegate Assembly Election  
**U.S. Postmark Deadline – Tuesday, March 15, 2011**

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Enclosed in this mailing you will find the following:

- Memo from CSBA President Martha Fluor
- Return envelope U.S. Postmark Deadline – Tuesday, March 15, 2011
- Red ballot to be signed by Superintendent/clerk
- Copy of the current Delegates in your region (Also available on our website at <http://www.csba.org/AboutCSBA/AboutCSBA/CSBAByRegions.aspx>.)
- Copy on white paper of the red ballot for insertion in board packets
- Copies of each candidate's biographical sketch and optional résumé, if provided

Please do not hesitate to contact me at (800) 266-3382 should you have any questions.

Thank you.

Enclosures



**TIME SENSITIVE, REQUIRES BOARD ACTION  
DEADLINE TUESDAY, MARCH 15, 2011**

January 31, 2011

**MEMORANDUM**

TO: All Board Presidents and Superintendents  
CSBA Member Boards of Education

FROM: Martha Fluor, President

SUBJECT: 2011 CSBA Delegate Assembly Election  
**U. S. Postmark Deadline – Tuesday, March 15, 2010**



Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region. The material consists of the ballot on red paper, required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a "copy" of the ballot on white paper so that it may be copied for inclusion in board agenda packets. However, **only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or board clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Envelopes with the ballots must be postmarked by the U.S. Post Office on or before Tuesday, March 15. No exceptions are allowed.**

Election results will be available no later than Thursday, March 31. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2011 – March 31, 2013. The next meeting of the Delegate Assembly is on Saturday, May 14 – Sunday, May 15 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA's website no later than Monday, April 4. Please do not hesitate to contact Michelle Neto in the Administration department at (800) 266-3382 should you have any questions.



This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No Later Than **TUESDAY, MARCH 15, 2011**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.  
*A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2011 DELEGATE ASSEMBLY BALLOT  
SUBREGION 6-B  
(Sacramento County)

Number of vacancies: 5 (Vote for no more than 5 candidates)

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*Delegates will serve two-year terms beginning April 1, 2011 – March 31, 2013*

*\*denotes incumbent*

- ☐ John Gordon (Galt Joint Union ESD)
- ☐ Lisa M. Kaplan (Natomas USD)\*
- ☐ Richard Shaw (Folsom Cordova USD)\*
- ☐ Ed Short (Folsom Cordova USD)
- ☐ Roger D. Westrup, Sr. (Twin Rivers USD)\*

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*Provision for Write-in Candidate Name*

---

*School District/COE*

---

*Provision for Write-in Candidate Name*

---

*School District/COE*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District/COE Name*

---

*Date of Board Action*

***See reverse side for a current list of all Delegates in your Region.***



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**Region 6 – Priscilla Cox, Director (Elk Grove USD)**  
**18 Delegates (12 elected/4 appointed)**

**Below is a list of all the current Delegates from this Region.**

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**Subregion A**

Susan Lovenburg (Davis Joint USD), term expires 2012

**Subregion B**

Jeanette Amavisca (Elk Grove USD), appointed term expires 2011

Pollyanna Cooper-LeVangie (Elk Grove USD), appointed term expires 2012

Janis Green (Twin Rivers USD), term expires 2012

Lisa Kaplan (Natomas USD) term expires 2011

Lucinda Luttgren (San Juan USD), appointed term expires 2012

Larry Miles (San Juan USD), appointed term expires 2011

Bruce Roberts (Natomas USD), term expires 2012

Richard Shaw (Folsom-Cordova USD), term expires 2011

Teresa Stanley (Folsom-Cordova USD), term expires 2012

Roger D. Westrup (Twin Rivers USD), term expires 2011

Vacant, term expires 2011

Vacant, term expires 2011

**Subregion C**

Ellen Driscoll (Rescue Union ESD), term expires 2012

Lyle Eickert (Buckeye Union ESD), term expires 2011

**County Delegate**

Heidi Weiland (El Dorado COE), term expires 2012

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**Counties**

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Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, Amador, El Dorado, Mono (Subregion C)





## 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: John Gordon

CSBA Region: Region 6A

District or COE: Galt Joint Union Elementary School District

Years on board: 2 years ADA: 4,122 students

Contact Number: 209-712-3815

E-mail: johngordon1@netscape.net

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.

1. Advocating adequate K-12 funding. Already a top priority for the Association, I would continue the fight to ensure adequate funds are available to deliver high quality education in California.
2. Advocating quality and diverse education. While the federal No Children Left Behind Act mandated higher expectations for our schools, there is concern that the delivery of instruction is transforming into a "drill and kill" method of instruction. The Association should advocate for an education system that results in lifelong learners. While the federal government have developed (and most states adopted) the content standards, the ability to problem solve, independently and critically think and communicate in a flat, global world are overlooked. The Association could have a voice of what education in the 21st century looks like.
3. Promoting teacher quality and accountability. In order to have high quality education, we need to ensure top quality teachers are educating our children. As the federal government fumbles around in their attempts to define "effective" teaching, the Association should have a voice in this discussion. Are "value-added" assessments the way to go to determine which teachers are effective? The Association should support accountability regarding educational outcomes as well as support an school environment that will maximize our teachers and students potential.

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. Besides serving as the Board President, I'm also serving as a member of Community and Schools Together (CAST) which a partnership between the city of Galt, the high and elementary school districts. One of the current projects we're collaborating is the implementation of Galt's Youth Master Plan, which serves youths from 0-24 years. Shortly after being elected, I represented the school board during the development of this master plan through my participation with the Galt Youth Coalition. I worked side by side with the youth of Galt to understand and document their needs.

Additionally, I've attended the Youth Development Network's "Youth Development Institute." The institute was a four day training built a partnership between local law enforcement, after school programs, teachers, school administrators, and community leaders in an effort to collaborate and develop effective strategies for our youth organizations.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

One of my goals as a school board member is to pursue a greater leadership role to support our children's education. As elected officials, we have an obligation to ensure our education system is providing our children the best education available. Within my district, I'm looking at ways to strengthen our system and change the culture. We must never lose sight of the fact that we're educating tomorrow's leaders. So, I have a passion and commitment that does not waver.

Additionally, my experience as a school facilities construction consultant for the California Department of Education brings a unique perspective to the delegation. I can lend a competent voice to the discussion of school facilities and the important role they play in delivering instruction. I've managed the Proposition 1D Career Technical Education Facilities Program that provided funds for CTE programs throughout California. School construction should be an area the Association should be concerned with as state funding is dwindling with no new bond measure on the horizon.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

Date: 1/19/11



**CSBA****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: <u>Lisa M Kaplan</u>	CSBA Region: <u>6</u>
District or COB: <u>Natomas Unified School District</u>	Years on board: <u>8</u> ADA: <u>7800</u>
Contact Number: <u>916 996 1474</u>	E-mail: <u>kaplan4kids@yahoo.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>2 yrs</u>

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.

**1) Protecting K-12 Education Funding by Supporting the CSBA Lawsuit against the State**

WHY: Education funding and the significant cuts taken by the K-12 community have forever changed the landscape for our children, and we must find a more equitable way to fund education that benefits all of our children and the current structure does not.

**2) Facilitating Increased Parental Involvement and Community Support in every child's education.**

WHY: Increasing parental & community involvement is fundamental for student success. Study after study shows that the more a parent or adult figure is involved in a child's education, the more likely that child will succeed. Today, with the fiscal crisis our state and education is experiencing, getting the community and more adults involved as critical to the continuing success of our children.

**3) Foster city, county and state governmental alliances along with businesses for the success of all of our students**

WHY: Again, everything centers around that today we are having to do more with less for our children. We must find new ways to make sure the education of our children is fundamental in every segment of the private and public sector. By becoming partners it will help ease the pain of all the budget cuts, and keep the success of our children at the forefront of this economic crisis.

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.

I joined the Natomas Unified School District in 2002 and have served as President, Vice-President and Clerk during my tenure on the board. I have served on the facilities planning committee while we were a fast growing district (building 6 schools in 6 years), the district safety committee, budget advisory committee, health and wellness committee and am a volunteer tutoring children in our schools to our at risk kids.

I've also been an active Rotarian in my area for the past 10 years, giving back to the community and coordinating service projects to benefit Natomas and our schools. I coordinate the district speech contest every year for high school students, as well as, take the lead this year in coordinating a District day at the Sacramento River Cats to help raise money for each of our schools, and donate over 300 dictionaries to our 3rd graders at our most needy schools.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I believe my experience in school construction, drafting policy, and practicing law make me an excellent candidate for delegate assembly and continuing on in my service. Furthermore, adding to my knowledge of the policy making process, I worked in the State Capitol from 2000-2005, serving as legislative director for several former Assemblymembers who are currently Senators supervising the legislative staff and administrating the Assemblymember's legislative agenda from drafting the language to signage by the Governor. Moreover, from 2007-2009, I was involved in the lobbying and protection of education funding in the budget and very familiar with Proposition 98. Lastly, I currently serve as the Chief Consultant for the State Allocation Board which allocates all the money for school construction in California and will be involved in the drafting of future school construction bonds.

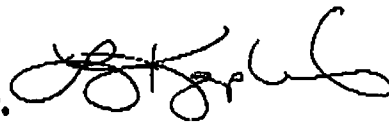
I wish to continue using my expertise in policy, budget and school construction and serve as a CSBA delegate during this difficult time with our economy and the state budget to make sure our children are made a priority. Together all of these experiences make me a valuable delegate to be a part of the greater organization of representing the interest of all school boards in California.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Date: 7 Jan 2011



**LISA M. KAPLAN, J.D.**



3306 Marrissey Lane  
Sacramento, CA 95834

Phone: 916/ 996-1474  
Email: Kaplan4kids@yahoo.com

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## **PROFESSIONAL EXPERIENCE**

### **STATE ALLOCATION BOARD (SAB)**

*Assistant Executive Officer, November 2009 – Present*

- Provides independent representation, counsel and assistance with legislation, regulation, legal interpretation and policy for SAB members, legislative and administrative representatives, and other interested parties in the State School Facility Program, the Charter School Program, the Critically Overcrowded Schools Program, the Deferred Maintenance Program, the Emergency Repair Program, and the State Relocatable Classroom Program, etc., administered by the Office of Public School Construction (OPSC) under the direction of the SAB.
- Advises and briefs the SAB members on activities of interest within the OPSC, Chairs the SAB Implementation Committee, and Staff to the subcommittees on Rules and Procedures and Audits.
- Represents the SAB before State agencies, school district boards of education and other local entities, facilities advocacy groups, legislative committees, public administrative bodies, and other interested parties involved in the various State school programs under the direction of the SAB.

### **L & B ASSOCIATES, LLC**

*General Counsel and Strategic Consultant, August 2007 – October 2009*

- Accomplished legislative and policy analyst with advanced knowledge and practice of education (K-12), foster care, local government, land use development, telecommunication, energy, insurance, and business policy development.
- Political strategist on local TV station, consultant on grass roots campaigning, organizes local campaigns, public relations manager, develops fundraising programs and successful fundraiser.

### **CAPITOL STRATEGIES GROUP**

*Legislative Advocate, February 2005 – July 2007*

- Researched proposed legislation to determine legal effects on interest of client.
- Contacted and conferred with members of the legislature, departments and boards to persuade them to support, oppose, emphasize weaknesses or build a coalition of support on legislation or regulations based on client's interests.
- Experienced in telecommunication, energy, education, business, health and insurance issues.

### **CALIFORNIA STATE LEGISLATURE (2000-2005)**

*Legislative Director to Several Assemblymembers*

- Supervised and directed five staff members on various projects and policy matters.
- Coordinated and negotiated development of legislative programs and specific legislation with interest groups, executive agencies, and committee staff on behalf of the Member.
- Managed all issues regarding floor session, such as making recommendations to support or oppose legislation.
- Developed position papers, speeches and background materials; attended public meetings on behalf of Member.

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## **PUBLIC SERVICE**

TRUSTEE, SCHOOL BOARD MEMBER, NATOMAS UNIFIED SCHOOL DISTRICT, ELECTED NOVEMBER 2002 – PRESENT  
ROTARY CLUB MEMBER – NATOMAS, DECEMBER 2000 – PRESENT (PAST PRESIDENT, 2002-2004)  
2009 PRESIDENT, CALIFORNIA WOMEN LEAD, SACRAMENTO GREATER REGIONAL CHAPTER, DECEMBER 2007 - PRESENT  
BOARD MEMBER, AMERICAN RIVER COLLEGE FOUNDATION BOARD, JUNE 2008 – JAN 2010  
MENTOR / TUTOR – JEFFERSON ELEMENTARY, AUGUST 2006 – SEPTEMBER 2007  
MAKE A WISH FOUNDATION, VOLUNTEER, 2002-2004  
U.C. DAVIS MEDICAL CENTER, VOLUNTEER CHILDREN'S FLOOR, 2000-2001  
FRED HUTCHINSON CANCER RESEARCH CENTER, CHILDREN'S SCHOOL, INSTRUCTIONAL ASSISTANT, 1995-1997

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## **EDUCATION**

MCGEORGE SCHOOL OF LAW, SACRAMENTO, CALIFORNIA

DEGREE: JURIS DOCTORATE, MAY 2000





## 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: Richard Shaw

CSBA Region: 6 B

District or COE: Folsom Cordova

Years on board: 8 ADA: 19000

Contact Number: 916-351-9325

E-mail: rshaw@fcusd.org

Are you a continuing Delegate? ☒ Yes ☐ No

If yes, how long have you served as a Delegate? 2 yrs

**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.**

As an Assembly we need to lobby for more local control of funding. Money should be collected and dispersed directly to school districts. This is important because Prop 98 is not working and too much of our money is eroded by state bureaucracy.

We need to lobby for more local control regarding testing and evaluation of our students and programs. This is important because local districts need to make education more relevant to our students. Students in one part of the country need a different set of standards than students in another part. (e.g. California students would have only a fleeting interest in the Erie Canal, while New York students may have a keen interest.)

We need to strengthen our school-to-work pathways. This is important because our students are seeking relevant programs that will lead to a college and career pathway.

**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.**

I have had three articles published this fall in the local newspapers regarding educational issues. I also speak to the board and the public at the end of each meeting regarding educational issues.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I would like to continue as a delegate because I respect the opportunity to network with delegates from our region and the entire state as well. I think that our dialogue must take place on a broad level, and the delegate assembly affords the arena to do so.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Richard Shaw

Date: 12/29/2011





## 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: <u>Ed Short</u>	CSBA Region: <u>Sacramento County sub region 6-B</u>
District or COE: <u>Folsom Cordova Unified School District</u>	Years on board: <u>8 years</u> ADA: <u>18,357</u>
Contact Number: <u>916 591-6850</u>	E-mail: <u>edshort08@comcast.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.

Priority #1. Institute a higher standard of college preparatory coursework to give our college bound students the ability to excel at their next level of education. Why? Increases our graduate rates and help close the achievement gap.

Priority #2. Create job training programs to make sure students who directly enter the workforce have the skills they need to have quality careers in the 21'st century workplace. Why? Establish rigor and relevance through career pathway training.

Priority #3. I will strive to identify wasteful spending and eliminate programs that don't work and find those that are both effective and efficient to balance the budget and make sure educational dollars stay where they belong - in the classroom. Why? This would bring overall fundamental improvement in our schools even with our current limited resources.

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.

Fight for educational reform and make sure our teachers have the tools they need to teach and our kids have the resources they need to learn.

Provide equal and relevant educational opportunity which will prepare all our kids for the 21st century.

I am personally involved in local non-profit organizations that support kids in their success in education and lives.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I feel it would increase my effectiveness in advancing above mentioned priorities and my community involvement by increasing my sphere of influence.

My contribution would be serving as a direct voice and advocate on behalf of our kids.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Edward W Short Date: 1-4-2011



**CSBA****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: <u>Roger D. Westrup, Sr.</u>	CSBA Region: <u>6</u>
District or COE: <u>Twin Rivers Unified School District (Formerly NSSD)</u>	Years on board: <u>13</u> ADA: <u>30,000</u>
Contact Number: <u>(916) 566-1745</u>	E-mail: <u>formorthsackids@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>6 yrs</u>

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.

As a member of the Delegate Assembly, I will work for adoption of a curriculum that fosters 21st Century skills but does not neglect options for robust career technical education and the arts. Second, I will work for policy and legislation that addresses the current educational funding crisis and provides a stable framework for future education funding. Third I will work for legislation and policy that promotes and increases local control of educational issues. These three priorities are important for the association because they address the most important needs facing school districts in California. CSBA has a responsibility to work with the states executive and legislative leaders to improve educational opportunities for California's school children and to provide tools for good governance of local school boards.

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. Prior to my election to the North Sacramento (NSSD) School Board in 1996, I served as an officer of the District Advisory Committee, as a PTA officer, as a School Site Council member and I was a member of the District's Information Technology Advisory Committee. I was also a member of the District's first Strategic Planning Team and helped to write the District's first strategic plan. While serving on the North Sacramento board, I was also a member of a site IUSP team and I served for two years as an officer in the International Studies Student Parent Organization at Mira Loma High School in the San Juan Unified School District. In 2007, I was elected to the newly created Twin Rivers Unified School District Board of Trustees. I have served as Board President and Board Clerk. For twenty years, I have been an adjunct instructor and faculty peer mentor at the post-secondary level. Frequently serving on campus and system-wide faculty committees, I have been involved with three WASC accreditation self-study efforts and have had leadership roles in the institutional governance, curriculum and instruction and dialogue sub-committees in preparation for reaccreditation review by WASC. I am a past member of the Instructional Materials Legal Compliance Review Panel at the Sacramento County Office of Education and while I was a student in the Sacramento City Unified School District in the early 1970s, I was a member of a district curriculum advisory committee. This broad experience has prepared me to be a productive representative of our local boards.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

As an educator and a manager in state government, I will be an effective advocate for the children and public schools of our region. In the end we will be judged by how well we have prepared our children for the future. CSBA plays a pivotal role in this effort by ensuring that district governance teams have the tools they need to succeed and that state and federal governments respond appropriately to the current and future needs of our districts—especially the fiscal needs. I regularly participate in CSBA activities and training. I have completed both the Masters in Governance and the Master of Boardmanship programs. I have served as a Golden Bell evaluator. Over the years I have been involved in our local schools I have developed relationships with our local legislative leaders. I am active in lobbying them about local, state and national educational issues. I want to return to the Delegate Assembly so that I can continue to fight for those things our children and schools need to succeed. My own children attend public schools. Some would say that gives me a vested interest in the success of our schools. I have a much broader vision. I believe the very future of our society will be shaped by the work we do. Thank you for your support!

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

Date: January 7, 2011



**Roger D. Westrup**  
2716 Nornington Drive, Sacramento, CA 95833-2137  
(916) 628-5043 (cell), e-mail: farnorthsackids@aol.com

### **School Board Service**

**Twin Rivers Unified School District/North Sacramento School District**  
School Board Member (1996-2004, 2006-Present)

### **California School Boards Association (CSBA)**

Member, Delegate Assembly (2003-2004, 2007-Present)  
Masters in Governance Certificate (May 2001), Master of Boardmanship Award (April 1999)

### **Work Experience**

**California Department of Transportation (July 1989 – Present)**  
Information Technology (IT)—Infrastructure Division  
Chief, IT Asset Management Office

**Administration—Division of Procurement and Contracts (DPAC)**  
Chief, Office of Commodity Acquisitions  
Chief, DPAC Strategic Development Office

**Information Technology—Program and Project Management Division (PPMD)**  
Chief, IT Strategic Development Office

**Administration—Division of Procurement and Contracts (DPAC)**  
Chief, Office of IT Acquisition and Procurement Support Services  
Senior Information Systems Analyst (Specialist)  
Staff Services Manager I

**Legal Service Center**  
Associate Information Systems Analyst (Supervisor)  
Assistant Contracts Administrator

### **Heald College, School of Business (August 1993-Present)**

Instructor. 2006 Teacher of the Year. WASC accreditation self-study team member and chair. Mentor teacher.

### **United States Army Reserve (September 1979-April 1992)**

Army Officer. Served in various command and staff positions.

### **First Independent Trust Company, Student Loan Division (May 1985-June 1989)**

Supervisor, School Relations Unit

### **CareerCom College (October 1989-February 1992)**

Instructor and Acting Chair, Paralegal Studies Department

### **Education**

**Boise State University**  
Graduate coursework toward an MS in Educational Technology

**California State University, Sacramento**  
Bachelor of Arts Degree (January 1985)

**U.S. Army Intelligence Center and School**  
Fort Huachuca, Arizona—Officer Basic Course (June 1986)

### **Volunteer Activities**

Living History Docent, Sutter's Fort State Historic Park (1993-Present)



*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Superintendent's Office

**Action Item**     X    

**To:** Board of Trustees

**Information Item**           

**Date:** February 16, 2011

**# Attached Pages**           

**From:** Scott A. Loehr, Superintendent

**Principal/Administrator Initials:**           

**SUBJECT: Second Reading: Board Policies/Regulations/Exhibits**

Replace	AR/E(2)	1312.4	Williams Uniform Complaint Procedures
Replace	AR	3311	Bids
Replace	BP	4020	Drug and Alcohol Free Workplace
Replace	AR	4112.23	Special Education Staff
Replace	AR	4112.4/4212.4/4312.4	Health Examinations
Replace	AR	4117.11/4317.11	Preretirement Part-Time Employment
Replace	AR	4117.14/4317.14	Postretirement Employment
Replace	BP/AR	5113.1	Chronic Absence and Truancy
Replace	BP/AR	5117	Interdistrict Attendance
Add	BP/AR/E	5118	Open Enrollment Act Transfers
Replace	BP/AR	5141.21	Administering Medication and Monitoring Health Conditions
Replace	BP/AR	5141.3	Health Examinations
Replace	BP/AR	5141.31	Immunizations
Replace	AR	5141.4	Child Abuse Prevention and Reporting
Replace	BP	6011	Academic Standards
Replace	AR	6115	Ceremonies and Observances
Replace	AR	6159	Individualized Education Program
Replace	BP/AR/E	6161.1	Selection and Evaluation of Instructional Materials
Replace	BP/AR	6164.4	Identification and Evaluation of Individuals for Special Education
Replace	AR	6173.1	Education for Foster Youth
Replace	AR	7214	General Obligation Bonds

**RECOMMENDATION:** CUSD Board of Trustees approve the second reading of presented policies/regulations/exhibits.



**WILLIAMS UNIFORM COMPLAINT PROCEDURES**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

**Note:** Education Code 35186 mandates districts to establish policies and procedures regarding complaints for deficiencies related to textbooks and instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment. For districts that receive California High School Exit Examination (CAHSEE) intensive intervention funds, Education Code 35186 authorizes the use of this complaint procedure for deficiencies related to the provision of intensive instruction and services to pupils who have not passed one or both parts of the high school exit examination after the completion of grade 12. For details regarding the provision of this intensive instruction, see BP/AR 6179 - Supplemental Instruction.

Education Code 35186 also requires that the district post notices concerning the complaint procedure in each classroom. 5 CCR 4680-4687 further delineate legal requirements for the complaint form and notice. See the accompanying exhibits for a sample notice and complaint form.

It is recommended that districts use this procedure only for those complaints specified in Education Code 35186 and that regular uniform complaint procedures continue to be used, as required, for complaints concerning discrimination in state and federal categorical programs; see BP/AR 1312.3 - Uniform Complaint Procedures. For procedures related to complaints about employees, other than teacher vacancy or misassignment, see BP/AR 1312.1 - Complaints Concerning District Employees. For complaints concerning the district's adoption and selection of specific instructional materials, see BP/AR 1312.2 - Complaints Concerning Instructional Materials. For complaints regarding the district's nutrition program, see BP 3555 - Nutrition Program Compliance.

**Types of Complaints**

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

1. Textbooks and instructional materials
  - a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.



**WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)**

- b. A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- d. A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

**2. Teacher vacancy or misassignment**

- a. A semester begins and a teacher vacancy exists.
- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.

*(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)*

- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

*Teacher vacancy* means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

*Beginning of the year or semester* means the first day classes necessary to serve all the pupils enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day pupils attend classes for that semester. (5 CCR 4600)

*Misassignment* means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

*(cf. 4112.2 - Certification)*

*(cf. 4113 - Assignment)*



**WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)****3. Facilities**

- a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff.

*Emergency or urgent threat* means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

*Clean or maintained school restroom* means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)

*Open restroom* means the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when the temporary closing of the restroom is necessary for pupil safety or to make repairs. (Education Code 35292.5)

Note: Item #4 below is for use by districts maintaining grades 10-12 that receive CAHSEE intensive intervention funding.

**4. High school exit examination intensive instruction and services**

A pupil, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the pupil has passed both parts of the exam, whichever comes first. (Education Code 35186)

(cf. 6162.52 - High School Exit Examination)  
(cf. 6179 - Supplemental Instruction)



**WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)****Filing of Complaint**

Note: Education Code 35186 requires that complaints be investigated and resolved within the timelines specified below. 5 CCR 4680 requires the principal to forward complaints beyond his/her control to the appropriate district official in a timely manner, but not to exceed 10 working days. During the Categorical Program Monitoring (CPM) process, California Department of Education (CDE) staff will expect to see statements regarding the filing of the complaint, the investigation, timelines, and the complainant's right to appeal to the Governing Board and to appeal facility complaints to the CDE, as detailed in the following section.

A complaint alleging any condition(s) specified in items #1-3 in the section entitled "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

Note: The following paragraph is for use by districts maintaining grades 10-12 that receive CAHSEE intensive intervention funding.

A complaint alleging any deficiency specified in item #4 in the section entitled "Types of Complaints" above shall be filed with a district official designated by the Superintendent. Such complaints may be filed at the district office or school site and shall be immediately forwarded to the Superintendent or designee. (Education Code 35186)

**Investigation and Response**

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

Note: Education Code 48985 specifies that, when 15 percent or more of the pupils enrolled in a particular school speak a single primary language other than English, all notices, reports, statements, or records sent to the parents/guardians of such pupils be written in English and in the primary language. Education Code 35186 requires that, when Education Code 48985 is applicable, any response requested by the complainant must be written in English and in the primary language in which the complaint was filed.



## **WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)**

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in item #3a in the section entitled "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

*(cf. 1340 - Access to District Records)*

### **Reports**

Note: During the CPM process, CDE staff will expect to see a statement that the district is required to report summarized data as specified below.

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

### **Forms and Notices**

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

Note: Education Code 35186 requires that the district's complaint form contain the elements stated in the following paragraph. In addition, Education Code 35186 requires that a notice be posted in each classroom in each school in the district, as specified below. See the accompanying exhibits for a sample form and classroom notice.



**WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)**

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

*Legal Reference:***EDUCATION CODE**

- 1240 County superintendent of schools, duties*
- 17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account*
- 33126 School accountability report card*
- 35186 Williams uniform complaint procedure*
- 35292.5 Restrooms, maintenance and cleanliness*
- 37254 Supplemental instruction based on failure to pass exit exam by end of grade 12*
- 48985 Notice to parents in language other than English*
- 60119 Hearing on sufficiency of instructional materials*
- CODE OF REGULATIONS, TITLE 5**
- 4600-4687 Uniform complaint procedures, especially:*
- 4680-4687 Williams complaints*

*Management Resources:***WEB SITES**

- CSBA: <http://www.csba.org>*
- California County Superintendents Educational Services Association: <http://www.ccsesa.org>*
- California Department of Education, Williams case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>*
- State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>*



# **Administrative Regulation**

## **Williams Uniform Complaint Procedures**

**AR 1312.4**

### **Community Relations**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

### **Types of Complaints**

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

#### **1. Textbooks and instructional materials**

- a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
- b. A pupil does not have access to textbooks or instructional materials to use at home or after school.
- c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

#### **2. Teacher vacancy or misassignment**

- a. A semester begins and a teacher vacancy exists.
- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)



- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the pupils enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day pupils attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

### 3. Facilities

- a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means, except as necessary for pupil safety or to make



repairs, the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. (Education Code 35292.5)

**4. High school exit examination intensive instruction and services**

A pupil, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the pupil has passed both parts of the exam, whichever comes first. (Education Code 35186)

(cf. 6162.52 - High School Exit Examination)  
(cf. 6179 - Supplemental Instruction)

**Filing of Complaint**

A complaint alleging any condition(s) specified in items #1-3 above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

A complaint alleging any deficiency specified in item #4 above shall be filed with a district official designated by the Superintendent. Such complaints may be filed at the district office or at a school site and shall be immediately forwarded to the Superintendent or designee. (Education Code 35186)

**Investigation and Response**

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)



If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in item #3a above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

(cf. 1340 - Access to District Records)

#### **Reports**

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

#### **Forms and Notices**

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. However, complainants need not use the district's Williams complaint form in order to file a complaint. (Education Code 35186)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

#### **Legal Reference:**

##### **EDUCATION CODE**

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

35292.5 Restrooms, maintenance and cleanliness



37254 Supplemental instruction based on failure to pass exit exam by end of grade 12  
48985 Notice to parents in language other than English  
60119 Hearing on sufficiency of instructional materials  
CODE OF REGULATIONS, TITLE 5  
4600-4687 Uniform complaint procedures, especially:  
4680-4687 Williams complaints

**Management Resources:**

**WEB SITES**

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association:  
<http://www.ccesa.org>

California Department of Education, Williams case:  
<http://www.cde.ca.gov/eo/ce/wc/index.asp>

State Allocation Board, Office of Public School Construction:  
<http://www.opsc.dgs.ca.gov>

**Regulation      CENTER UNIFIED SCHOOL DISTRICT**  
**approved: December 19, 2007      Antelope, California**



**WILLIAMS UNIFORM COMPLAINT PROCEDURES**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

**COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Note: Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies in textbooks or instructional materials, teacher vacancy or misassignment, maintenance of facilities, or the provision of intensive instruction and services after grade 12 to pupils who have not passed the California High School Exit Examination (CAHSEE). The following form contains elements required by Education Code 35186 and 5 CCR 4681, 4682, and 4683. In addition, during the Categorical Program Monitoring (CPM) process, California Department of Education (CDE) staff will check to ensure that the complaint form includes all of the elements specified below. Districts that do not maintain grades 10-12 may modify the following paragraph to delete the reference to intensive instruction and services.

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the lack of opportunity to receive intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact information:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School name/address: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_



**WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)**

**Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.**

**Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)**

**1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)**

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

**2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4681)**

- ☐ A semester begins and a teacher vacancy exists. A *teacher vacancy* is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
- ☐ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
- ☐ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

**3. Facility conditions: (Education Code 17592.72, 35186, 35292.5; 5 CCR 4683)**

- ☐ A condition exists that poses an emergency or urgent threat to the health or safety of pupils or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.
- ☐ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers.



**WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)**

- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil safety or to make repairs.

Note: Item #4 below is for use by districts maintaining grades 10-12 that receive CAHSEE intensive intervention funds.

4. High school exit exam intensive instruction and services: (Education Code 35186)

- ☐ Pupils who have not passed the high school exit exam by the end of grade 12 were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after the completion of grade 12.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of pupils or staff.

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Note: Education Code 35186 requires that complaints be filed with the principal or designee and that the complaint form specify the location for filing the complaint. In addition, Education Code 35186 requires that the Superintendent designate a district official to receive and investigate complaints regarding deficiencies related to CAHSEE intensive instruction and services, as specified in item #4 above. Districts should specify the name and/or location by filling in the spaces below.

Please file this complaint at the following location:

\_\_\_\_\_  
(principal or title of designee of the Superintendent)

\_\_\_\_\_  
(address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(date)



# **Exhibit**

## **Williams Uniform Complaint Procedures**

**E 1312.4**

### **Community Relations**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

### **NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS**

**Parents/Guardians, Pupils, and Teachers:**

**Pursuant to Education Code 35186, you are hereby notified that:**

- 1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.**
- 2. School facilities must be clean, safe, and maintained in good repair.**
- 3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.**

**Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.**

**Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.**



4. Pupils, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

5. A complaint form can be obtained at the school office or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site:  
<http://www.cde.ca.gov/re/cp/uc>.

ExhibitCENTER UNIFIED SCHOOL DISTRICT  
version: December 19, 2007 Antelope, California

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## **WILLIAMS UNIFORM COMPLAINT PROCEDURES**

### **COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the lack of opportunity to receive intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ? Yes ? No

#### **Contact Information:**

Name:

Address:

Phone Number: Day: Evening:

E-mail address, if any:

#### **Location of the problem that is the subject of this complaint:**

School:

Course title/grade level and teacher name:

Room number/name of room/location of facility:

Date problem was observed:

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint



procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

**1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)**

A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.

Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

**2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4681)**

A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

A teacher lacking credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.

A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

**3. Facility conditions: (Education Code 35186, 35292.5; 5 CCR 4683)**

A condition exists that poses an emergency or urgent threat to the health or safety of pupils or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition.

A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.

The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when closing of the restroom is necessary for pupil safety or to make repairs.



**4. High school exit exam intensive instruction and services: (Education Code 35186)**

**Pupils who have not passed the high school exit exam by the end of grade 12 were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after the completion of grade 12.**

**Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of pupils or staff.**

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**Please file this complaint at the following location:**

**(principal or title of designee of the Superintendent)**

**(address)**

**Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.**

**(signature)**

**(date)**

**ExhibitCENTER UNIFIED SCHOOL DISTRICT  
version: December 19, 2007 Antelope, California**



**BIDS**

Note: Pursuant to Government Code 54202, school districts are **mandated** to adopt bidding procedures governing the purchase of equipment and supplies.

The following administrative regulation is for use by districts that have not adopted the provisions of the Uniform Public Construction Cost Accounting Act (UPCCAA). Procedures and bid limits under the UPCCAA are specified in Public Contract Code 22030-22045.

**Advertised/Competitive Bids**

The district shall seek competitive bids through advertisement for contracts involving an expenditure of \$15,000 or more for a public project. *Public project* means construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a district owned, leased, or operated facility. (Public Contract Code 20111, 22002)

Note: Pursuant to Public Contract Code 20111, the Superintendent of Public Instruction (SPI) is required to annually adjust the monetary requirement for contracts to be competitively bid to reflect U.S. Department of Commerce data. The following optional paragraph allows the amount to escalate automatically once the SPI has made the annual determination. For 2010, the bid limit is \$78,500.

The district shall also seek competitive bids through advertisement for contracts exceeding the amount specified in law, and as annually adjusted by the Superintendent of Public Instruction, for any of the following: (Government Code 53060; Public Contract Code 20111)

1. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district
2. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters
3. Repairs, including maintenance that is not a public project

*Maintenance* means routine, recurring, and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. *Maintenance* includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. This definition does not include, among other types of work, janitorial or custodial services and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup. (Public Contract Code 20115)



**BIDS (continued)**

Note: Pursuant to Public Contract Code 20111, a contract required to be put out to bid must be awarded to the lowest responsible bidder. A "responsible bidder" is one who possesses the quality, fitness, and capacity to satisfactorily perform the proposed work. (City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court) In addition, for a bid to be successful, it must conform to specifications. (Konica Business Machines v. Regents of the University of California) Before determining whether or not a bid conforms to specifications or a bidder is a responsible bidder, legal counsel should be consulted, as appropriate.

Unless otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Governing Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

When letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Board may contract with any one of the three lowest responsible bidders. (Public Contract Code 20118.1)

The Board shall secure bids pursuant to Public Contract Code 20111 and 20112 for any transportation service expenditure of more than \$10,000 when contemplating that such a contract may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported. The Board may let this contract to other than the lowest bidder. (Education Code 39802)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20111-20118.4 for contracting after competitive bidding. (Public Contract Code 20116)

**Instructions and Procedures for Advertised Bids**

The Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the district, or if no such newspaper exists, then in some newspaper of general circulation circulated in the county. The Superintendent or designee also may post the notice on the district's web site or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened. The district may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20112)

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting. The notice shall also detail when and where project documents, including final plan and specifications, are available. Any such mandatory visit or meeting shall not occur within a minimum of five calendar days of the publication of the initial notice. (Public Contract Code 6610)



**BIDS (continued)**

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)

*(cf. 3510 - Green School Operations)*

2. All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (Public Contract Code 20107, 20111)
  - a. Cash
  - b. A cashier's check made payable to the district
  - c. A certified check made payable to the district
  - d. A bidder's bond executed by an admitted surety insurer and made payable to the district

The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111)

3. When a standardized proposal form is provided by the district, bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)
4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)
5. When two or more identical lowest or highest bids are received, the Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)

Note: Public Contract Code 20103.8 specifies that, in those cases when the bid includes items that may be added to or deducted from the scope of the work in the contract, the bid solicitation must specify the method to be used to determine the lowest bid, as detailed below. Districts should consult with legal counsel, as appropriate, as to the applicability of this law to school districts and other unclear provisions of this law.
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6. If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a below shall be used. (Public Contract Code 20103.8)



**BIDS (continued)**

- a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.
- b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
- c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened.

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the district before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)

7. Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.
8. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for review pursuant to law, Board policy, and administrative regulation.

*(cf. 1340 - Access to District Records)*

**Alternative Bid Procedures for Technological Supplies and Equipment**

Rather than seek competitive bids, the Board may use competitive negotiation when it makes a finding that a district procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract for construction or for the procurement of any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

The competitive negotiation process shall include, but not be limited to, the following requirements: (Public Contract Code 20118.2)

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the



**BIDS (continued)**

- district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.
  3. The Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
  4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.
  5. The Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.
  6. The Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district with price and all other factors considered.
  7. If the Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award.
  8. The Board, at its discretion, may reject all proposals and request new RFPs.
  9. Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer.

**Bids Not Required**

Note: The following paragraph lists those items that may be purchased through a "piggybacked" bid; see the accompanying Board policy. Many districts have used the piggyback procedure to purchase portable and relocatable buildings. The Attorney General has opined (89 Ops.Cal.Atty.Gen. 1 2006) that a district may not rely on the piggyback exception to contract for the acquisition and installation of factory-built modular building components (i.e., roofs and walls) for installation on a permanent foundation. However, this opinion does not apply to typical portable or relocatable single-classroom buildings, because they lack a permanent foundation and building mobility. Districts considering using the piggyback process for relocatables, portables, modulares, and the like should consult district legal counsel. While Attorney General opinions are not binding, they are often given deference by the court and may also be considered by the State Allocation Board when making funding decisions.

Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may authorize by contract, lease, requisition, or purchase order, another



**BIDS (continued)**

public corporation or agency to lease data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback"). (Public Contract Code 20118)

*(cf. 3300 - Expenditures and Purchases)*

Alternatively, if there is an existing contract between a public corporation or agency and a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor by contract, lease, requisition, or purchase order and make payment to the vendor under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

*(cf. 6163.1 - Library Media Centers)*

Perishable commodities, such as foodstuffs, needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

*(cf. 3551 - Food Service Operations/Cafeteria Fund)*

Note: Pursuant to Public Contract Code 20113, a district may award contracts without competitive bidding in emergency situations, as specified below. In Marshall v. Pasadena Unified School District, a court held that the definition of "emergency" in Public Contract Code 1102 is applicable. Public Contract Code 1102 defines "emergency" as a "sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services."

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 20113)

*(cf. 3517 - Facilities Inspection)*

*(cf. 9323.2 - Actions by the Board)*



**BIDS (continued)**

Bids shall also not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

**Sole Sourcing**

Note: "Sole sourcing" is the practice by which one brand name product is specified, although comparable, competitive products are available. Public Contract Code 3400 allows sole sourcing in limited circumstances and requires that the specification of the designated product be followed by the words "or equal," so that bidders for such a contract are able to base their bids on the use of other products of equal functionality that may result in cost savings for the district. The following section is optional.

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall not draft the bid specification in a manner that, either directly or indirectly, limits bidding to any one specific concern or calls for a designated material, product, thing, or service by a specific brand or trade name, unless the specification designating the specific material, product, thing, or particular brand name is followed by the words "or equal" so that bidders may furnish any equal material, product, thing, or service. In such cases, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract. (Public Contract Code 3400)

Note: The following optional paragraph is for districts with average daily attendance of more than 2,500. Pursuant to Public Contract Code 3000-3010, added by AB 635 (Ch. 438, Statutes of 2010), for the repair or replacement of the roof of a public facility, a material is considered "equal" if it meets specific requirements, as specified below.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to the one designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification. (Public Contract Code 3002)

However, the Superintendent or designee may designate a specific concern, material, product, thing, or service by brand or trade name (sole sourcing), if the Board has made a finding, described in the invitation for bids or RFP, that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use
2. To match others in use on a particular public improvement that has been completed or is in the course of completion



**BIDS (continued)**

3. To obtain a necessary item that is only available from one source
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP

**Prequalification Procedure**

Note: The following **optional** section is for use by districts that wish to establish a prequalification procedure for any contract for which bids are legally required.

For any contract for which bids are legally required, the Board may require that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall supply a form which requires a complete statement of the bidder's financial ability and experience in performing public works. The information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Public Contract Code 20111.5)

Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids. (Public Contract Code 20111.5)

The Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. Bidders must be deemed prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

The district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. (Public Contract Code 20111.5)

**Protests by Bidders**

Note: The law does not specify a procedure for handling protests by bidders. The following **optional** section provides one such procedure and should be modified to reflect district practice.

A bidder may protest a bid award if he/she believes that the award is inconsistent with Board policy, the bid's specifications, or is not in compliance with law. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.



**BIDS (continued)**

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide reasonable notice to the bidder of the time for Board consideration of the protest. The Board's decision shall be final.



# **Administrative Regulation**

## **Bids**

**AR 3311**

### **Business and Noninstructional Operations**

#### **Advertised/Competitive Bids**

The district shall seek competitive bids through advertisement for contracts involving an expenditure of \$15,000 or more for a public project. Public project means construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a district owned, leased, or operated facility. (Public Contract Code 20111, 22002)

The district shall also seek competitive bids through advertisement for contracts exceeding the amount specified in law, and as annually adjusted by the Superintendent of Public Instruction, for any of the following: (Public Contract Code 20111; Government Code 53060)

1. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district
2. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters
3. Repairs, including maintenance that is not a public project

Maintenance means routine, recurring, and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. Maintenance includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. This definition does not include, among other types of work, janitorial or custodial services and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup. (Public Contract Code 20115)

Unless otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Governing Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

The Board shall secure bids pursuant to Public Contract Code 20111 and 20112 for any transportation service expenditure of more than \$10,000 when contemplating that such a



contract may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported. The Board may let this contract to other than the lowest bidder. (Education Code 39802)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20111-20118.4 for contracting after competitive bidding. (Public Contract Code 20116)

When letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Board may contract with any one of the three lowest responsible bidders. (Public Contract Code 20118.1)

#### **Instructions and Procedures for Advertised Bids**

The Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the district, or if no such newspaper exists, then in some newspaper of general circulation, circulated in the county, and may post the notice on the district's web site or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened. The district may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20112)

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting. The notice shall also detail when and where project documents, including final plan and specifications, are available. Any such mandatory visit or meeting shall not occur within a minimum of five calendar days of the publication of the initial notice. (Public Contract Code 6610)

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)
2. All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (Public Contract Code 20107, 20111)
  - a. Cash
  - b. A cashier's check made payable to the district
  - c. A certified check made payable to the district



- d. A bidder's bond executed by an admitted surety insurer and made payable to the district

The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111)

3. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)

4. When two or more identical lowest or highest bids are received, the Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)

5. If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a below shall be used. (Public Contract Code 20103.8)

- a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.

- b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.

- c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened.

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the district before the ranking of all bidders from lowest to highest has been determined.

6. Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.

7. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for review pursuant to law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)

Alternative Bid Procedures for Technological Supplies and Equipment



Upon a finding by the Board that a particular procurement qualifies for the alternative procedure, the district may acquire computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus through competitive negotiation. This procedure shall not apply to contracts for construction or for the procurement of any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

The competitive negotiation shall include, but not be limited to, the following requirements: (Public Contract Code 20118.1)

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.
3. The district shall make every effort to generate the maximum feasible number of proposals from qualified sources and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.
5. The district shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.
6. An award shall be made to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district with price and all other factors considered.
7. If an award is not made to the bidder whose proposal contains the lowest price, then the district shall make a finding setting forth the basis for the award.
8. The district, at its discretion, may reject all proposals and request new RFPs.
9. Provisions in any contract concerning utilization of small business enterprises, that are in accordance with the RFP, shall not be subject to negotiation with the successful proposer.

#### **Bids Not Required**

Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may authorize, by contract, lease, requisition, or purchase order,



another public corporation or agency to lease data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district

in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback"). (Public Contract Code 20118)

(cf. 3300 - Expenditures and Purchases)

Alternatively, if there is an existing contract between a public corporation or agency and a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor by contract, lease, requisition, or purchase order and make payment to the vendor under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

Perishable commodities, such as foodstuffs, needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 20113)

(cf. 3517 - Facilities Inspection)

(cf. 9323.2 - Actions by the Board)

Bids shall also not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

### **Sole Sourcing**

Specifications for contracts for construction, alteration, or repair of school facilities may not limit bidding, either directly or indirectly, to any one specific concern. Specifications designating a specific material, product, thing, or particular brand name shall follow the description with the words "or equal" so that bidders may furnish any equal material, product, thing, or service. (Public Contract Code 3400)



However, specifications for such contracts may designate a product by brand or trade name (sole sourcing) if the Board has made a finding, described in the invitation for bids or RFP, that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use
2. To match others in use on a particular public improvement that has been completed or is in the course of completion
3. To obtain a necessary item that is only available from one source
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP

#### **Prequalification Procedure**

For any contract for which bids are legally required, the Board may require that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall supply a form which requires a complete statement of the bidder's financial ability and experience in performing public works. (Public Contract Code 20111.5)

Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids. The information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Public Contract Code 20111.5)

The Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. Bidders must be deemed prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

The Superintendent or designee shall furnish each qualified bidder with a standardized proposal form. Bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)

The district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. (Public Contract Code 20111.5)

#### **Protests by Bidders**



A bidder may protest a bid award if he/she believes that the award was inconsistent with Board policy, the bid's specifications, or was not in compliance with law. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide reasonable notice to the bidder of the time for Board consideration of the protest. The Board's decision shall be final.

Regulation      CENTER UNIFIED SCHOOL DISTRICT  
approved: October 15, 2008   Antelope, California



## DRUG AND ALCOHOL-FREE WORKPLACE

Note: Government Code 8355 mandates state grant recipients such as a school district to certify to the state contracting agency (e.g., the California Department of Education (CDE)) that it agrees to provide a drug-free workplace by taking the actions specified below. Federal grantees are also subject to the same requirements and must provide the same certifications under the federal Drug-Free Workplace Act (41 USC 701-707).

Federal law contains independent requirements for the drug and alcohol testing of school bus drivers; see BP/AR 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers. For language regarding a drug testing program for other employees, see BP/AR 4112.41/4212.41/4312.41 - Employee Drug Testing.

The Governing Board believes that the maintenance of a drug- and alcohol-free workplace is essential to staff and student safety and to help ensure a productive and safe work and learning environment.

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

An employee shall not unlawfully manufacture, distribute, dispense, possess, or use any controlled substance in the workplace. (Government Code 8355; 41 USC 701)

Note: The following optional paragraph prohibits an employee from being under the influence of alcohol or a controlled substance while on duty and should be modified to reflect district practice.

Employees are prohibited from being under the influence of controlled substances or alcohol while on duty. For purposes of this policy, *on duty* means while an employee is on duty during both instructional and noninstructional time in the classroom or workplace, at extracurricular or cocurricular activities, or while transporting students or otherwise supervising them. *Under the influence* means that the employee's capabilities are adversely or negatively affected, impaired, or diminished to an extent that impacts the employee's ability to safely and effectively perform his/her job.

(cf. 4032 - Reasonable Accommodation)

Note: Government Code 8355 and 41 USC 701 require the district to certify to the CDE that it has published a statement that notifies employees of the (1) prohibition against drug use, (2) actions that will be taken by the district in the event of a violation, and (3) requirement that employees, as a condition of employment, abide by the district's policy and notify the district in the event of a conviction.

The Superintendent or designee shall notify employees of the district's prohibition against drug use and the actions that will be taken for violation of such prohibition. (Government Code 8355; 41 USC 701)



**DRUG AND ALCOHOL-FREE WORKPLACE (continued)**

An employee shall abide by the terms of this policy and shall notify the district, within five days, of his/her conviction for violation in the workplace of any criminal drug statute. (Government Code 8355; 41 USC 701)

The Superintendent or designee shall notify the appropriate federal granting or contracting agency within 10 days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace. (41 USC 701)

Note: 41 USC 703 requires the district, within 30 days of receiving notification from an employee of his/her conviction of a controlled substance offense, to either discipline the employee or require him/her to complete a drug rehabilitation program as specified below. Pursuant to Education Code 44940 and 45304, when a certificated or classified employee is charged with a controlled substance offense as defined in Education Code 44011, the district must place the employee on a mandatory leave of absence. If the employee is ultimately convicted of the offense, Education Code 44836 and 45123 require the employee to be dismissed. See AR 4118 - Suspension/Disciplinary Action, AR 4117.4 - Dismissal, and AR 4218 - Dismissal/Suspension/Disciplinary Action.

In accordance with law and the district's collective bargaining agreements, the Superintendent or designee shall take appropriate disciplinary action, up to and including termination, against an employee for violating the terms of this policy and/or shall require the employee to satisfactorily participate in and complete a drug assistance or rehabilitation program approved by a federal, state, or local public health or law enforcement agency or other appropriate agency.

*(cf. 4112 - Appointment and Conditions of Employment)*

*(cf. 4117.4 - Dismissal)*

*(cf. 4118 - Suspension/Disciplinary Action)*

*(cf. 4212 - Appointment and Conditions of Employment)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

**Drug-Free Awareness Program**

The Superintendent or designee shall establish a drug-free awareness program to inform employees about: (Government Code 8355; 41 USC 701)

1. The dangers of drug abuse in the workplace
2. The district's policy of maintaining a drug-free workplace
3. Available drug counseling, rehabilitation, and employee assistance programs

*(cf. 4159/4259/4359 - Employee Assistance Programs)*

4. The penalties that may be imposed on employees for drug abuse violations occurring in the workplace



## **DRUG AND ALCOHOL-FREE WORKPLACE (continued)**

### *Legal Reference:*

#### **EDUCATION CODE**

- 44011 Controlled substance offense*
- 44425 Conviction of controlled substance offenses as grounds for revocation of credential*
- 44836 Employment of certificated persons convicted of controlled substance offenses*
- 44940 Compulsory leave of absence for certificated persons*
- 44940.5 Procedures when employees are placed on compulsory leave of absence*
- 45123 Employment after conviction of controlled substance offense*
- 45304 Compulsory leave of absence for classified persons*

#### **GOVERNMENT CODE**

- 8350-8357 Drug-free workplace*

#### **UNITED STATES CODE, TITLE 20**

- 7111-7117 Safe and Drug Free Schools and Communities Act*

#### **UNITED STATES CODE, TITLE 21**

- 812 Schedule of controlled substances*

#### **UNITED STATES CODE, TITLE 41**

- 701-707 Drug-Free Workplace Act*

#### **CODE OF FEDERAL REGULATIONS, TITLE 21**

- 1308.01-1308.49 Schedule of controlled substances*

#### **COURT DECISIONS**

- Cahoon v. Governing Board of Ventura USD, (2009) 171 Cal.App.4th 381*

- Ross v. RagingWire Telecommunications, Inc., (2008) 42 Cal.4th 920*

### *Management Resources:*

#### **WEB SITES**

- California Department of Alcohol and Drug Programs: <http://www.adp.ca.gov>*

- California Department of Education: <http://www.cde.ca.gov>*

- U.S. Department of Labor: <http://www.dol.gov>*



# **Board Policy**

## **Drug And Alcohol-Free Workplace**

**BP 4020**  
**Personnel**

The Governing Board believes that the maintenance of drug and alcohol-free workplaces is essential to school and district operations.

No employee shall unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug or controlled substance as defined in the Controlled Substances Act and Code of Federal Regulations before, during or after school hours at school or in any other district workplace.

The Superintendent or designee shall:

1. Publish and give to each employee a notification of the above prohibitions. The notification shall specify the actions that will be taken against employees who violate these prohibitions. The notification shall also state that as a condition of employment, the employee will abide by the terms of this policy and notify the employer, within five days, of any criminal drug or alcohol statute conviction which he/she receives for a violation occurring in the workplace.

For the purpose of this policy, "conviction" shall mean a finding of guilt, including a plea of nolo contendere, or imposition of sentence, or both, by any judicial body charged to determine violations of federal or state criminal drug or alcohol statutes.

2. Establish a drug and alcohol-free awareness program to inform employees about:

- a. The dangers of drug and alcohol abuse in the workplace.
- b. The district policy of maintaining drug and alcohol-free workplaces.
- c. Any available drug and alcohol counseling, rehabilitation, and employee assistance programs, and
- d. The penalties that may be imposed on employees for drug and alcohol abuse violations.

3. Notify the appropriate federal granting or contracting agencies within ten days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace.

4. Initiate disciplinary action within 30 days after receiving notice of a conviction for a



violation in the workplace from an employee or otherwise. Such action shall be consistent with state and federal law, the appropriate employment contract, the applicable collective bargaining agreement, and district policy and practices.

5. Make a good faith effort to continue maintaining a drug and alcohol-free workplace through implementation of Board policy.

In taking disciplinary action, the Board shall require termination when termination is required by law. When termination is not required by law, the Board shall either take disciplinary action, up to and including termination, or shall require the employee to satisfactorily participate and complete a drug or alcohol assistance or rehabilitation program approved by a federal, state or local health, law enforcement or other appropriate agency. The Board's decision shall be made in accordance with relevant state and federal laws, employment contracts, collective bargaining agreements, and district policies and practices.

(cf. 4117.4 - Dismissal)

(cf. 4118/4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4159 - Employee Assistance Programs)

**Legal Reference:**

**EDUCATION CODE**

44011 Controlled substance offense

44065 Issuance of credentials

44425 Conviction of controlled substance offenses as grounds for revocation of credential

44836 Employment of certificated persons convicted of controlled substance offenses

44940 Compulsory leave of absence for certificated persons

44940.5 Procedures when employees are placed on compulsory leave of absence

45123 Employment after conviction of controlled substance offense

45304 Compulsory leave of absence for classified persons

**GOVERNMENT CODE**

8350-8357 Drug-free workplace

**UNITED STATES CODE, TITLE 41**

701-707 Drug-Free Workplace Act

**CODE OF FEDERAL REGULATIONS, TITLE 21**

1300.1-1300.15

**THE DRUG-FREE WORKPLACE ACT OF 1988**

Public Law 100-690, 5151-5160

**DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENT OF 1989**

H.R. 3614

**CONTROLLED SUBSTANCES ACT,**

202 schedules I-V, 21 U.S.C., 812



**Policy CENTER UNIFIED SCHOOL DISTRICT**  
**adopted: December 3, 1991 Antelope, California**



**SPECIAL EDUCATION STAFF**

**Qualifications/Assignment of Special Education Teachers**

Note: Individuals providing instruction in special education must possess an appropriate credential or added authorization issued by the Commission on Teacher Credentialing (CTC) permitting such service, including the (1) education specialist credential, which includes specializations in mild/moderate disabilities, moderate/severe disabilities, deaf and hard of hearing, visual impairments, physical and health impairments, and early childhood special education; (2) resource specialist certificate of competence; (3) speech-language pathology services credential; (4) clinical or rehabilitative services credential, which authorizes the holder to provide audiology and/or orientation and mobility services; and (5) adapted physical education specialist credential.

5 CCR 80048.7 allows special education credential holders to obtain added authorizations in the following areas: autism spectrum disorders, deaf-blind, emotional disturbance, orthopedically impaired, other health impaired, and traumatic brain injury. Teachers who receive an added authorization may be assigned to serve students in the broad specialty area pursuant to their credential and in the specific area of the added authorization.

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization that specifically authorizes him/her to teach students with that primary disability within the program placement recommended in the students' individualized education programs (IEP). (5 CCR 80046.5, 80048.7)

*(cf. 4112.2 - Certification)*

*(cf. 4113 - Assignment)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

Note: The No Child Left Behind Act (20 USC 6319; 34 CFR 200.55-200.57) requires all teachers of core academic subjects, including special education teachers, to be "highly qualified" as defined in 20 USC 7801 and 5 CCR 6100-6126; see AR 4112.24 - Teacher Qualifications Under the No Child Left Behind Act.

Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (5 CCR 6100-6126; 20 USC 1401, 6319, 7801; 34 CFR 200.55-200.57, 300.18)

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

Note: 5 CCR 80027.1 establishes the special education limited assignment teaching permit which allows a special education credential holder to serve outside his/her specialty area while completing the coursework for an added authorization in special education or an additional full specialty area in another special education area. The permit is valid for up to one year from the date of issuance but may be renewed twice, for a total of three years in the specialty area, if renewal requirements are met.

Alternatively, pursuant to 5 CCR 80021 and 80021.1, when there is a need to immediately fill a classroom vacancy, the district may employ a person with a short-term staff permit or provisional internship permit to provide special education instruction; see BP/AR 4112.2 - Certification.

The Superintendent or designee may request the Commission on Teacher Credentialing (CTC) to issue a special education limited assignment teaching permit to authorize a



**SPECIAL EDUCATION STAFF (continued)**

qualified special education teacher, with his/her written consent, to serve outside the specialty area of his/her credential. In so doing, the district shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026. If the teacher has not yet obtained permanent status, the Superintendent or designee shall assign one or more experienced educators in the special education subject area(s) of the permit, who have at least three years of full-time teaching experience in each of the subject area(s) of the permit, to provide guidance and assistance to the permit holder. (5 CCR 80027.1)

Note: Pursuant to Education Code 44325, the CTC issues special education district internship credentials which authorize their holders to provide classroom instruction to students with disabilities. For requirements pertaining to internship programs, see BP/AR 4112.21 - Interns.

The district may employ a person with an appropriate district internship credential to provide classroom instruction to students with disabilities, provided he/she has met the subject matter requirement specified in Education Code 44325 and receives guidance, supervision, and professional development through an established district internship program. (Education Code 44325, 44326, 44830.3)

(cf. 4112.21 - Interns)

**Resource Specialists**

Note: Education Code 56195.8 mandates entities providing special education to adopt policy related to resource specialists. The following section fulfills this mandate and should be revised for consistency with the policy and regulations of the Special Education Local Plan Area (SELPA) in which the district participates. Also see language on caseloads for resource specialists in the section "Caseloads" below.

The district's resource specialist program shall provide, but not be limited to: (Education Code 56362)

1. Resource specialist(s) to provide instruction and services for students whose needs have been identified in their IEPs and who are assigned to regular classroom teachers for a majority of the school day

A student shall not be enrolled in a resource specialist program for a majority of a school day without approval by the student's IEP team.

2. Information and assistance for students with disabilities and their parents/guardians
3. Consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members



**SPECIAL EDUCATION STAFF (continued)**

4. Coordination of special education services with the regular school program for each student with disabilities enrolled in the resource specialist program
5. Monitoring of student progress on a regular basis, participation in the review and revision of IEPs as appropriate, and referral of students who do not demonstrate sufficient progress to the IEP team

Note: Item #6 below should be deleted by districts that do not maintain secondary schools.

6. At the secondary school level, emphasis on academic achievement, career and vocational development, and preparation for adult life

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

The district's resource specialist program shall be under the direction of a resource specialist who possesses the qualifications specified in Education Code 56362 and 5 CCR 80070.8. (Education Code 56362)

**Teachers of Students with Autism**

A teacher may be assigned to provide instruction to students with autism if he/she meets the qualifications described above in the section entitled "Qualifications/Assignment of Special Education Teachers."

Note: Education Code 44265.1 allows districts to assign a teacher whose credential authorizes instruction to students with mild and moderate disabilities to provide instruction to students with autism under the conditions described below. AB 2160 (Ch. 134, Statutes of 2010) amended Education Code 44265.1 to extend the operative date of this provision until October 1, 2013 and to extend its applicability to holders of clear education specialist credentials as well as preliminary credentials. Education Code 44265.2 provides similar flexibility to teachers of students with autism age 3-4, except that the service and coursework referenced in items #1 and #2 below must be appropriate for that age level. However, such flexibility may be temporary since Education Code 44265.2 will become inoperative on August 31, 2011, unless subsequent legislation is enacted.

The following optional paragraphs are for use by districts that choose to exercise this authority and may be expanded by districts that provide services to students age 3-4 as appropriate.

In addition, a teacher whose education specialist credential or other previously issued credential authorizes him/her to provide instruction to students with mild and moderate disabilities may be assigned to provide instruction to students with autism, provided that the teacher consents to the assignment and satisfies either of the following criteria prior to the assignment: (Education Code 44265.1)



## **SPECIAL EDUCATION STAFF (continued)**

1. He/she has provided full-time instruction for at least one year prior to September 1, 2007, in a special education program that serves students with autism in accordance with their IEP and received a favorable evaluation or recommendation from the district or school to teach students with autism.
2. He/she has completed a minimum of three semester units of coursework in the subject of autism offered by a regionally accredited institution of higher education.

*(cf. 5148.3 - Preschool/Early Childhood Education)*

The Superintendent or designee shall report teacher assignments under the criteria specified in items #1 and #2 above to the county office of education as part of the annual assignment monitoring pursuant to Education Code 44258.9. (Education Code 44265.1)

Verification of experience or coursework for any teacher of autistic students shall be maintained on file in the district or school office. (Education Code 44265.1, 44265.2)

### **Caseloads**

Note: The following optional section should be revised to reflect district practice. Education Code 56362 specifies maximum caseloads for resource specialists. Education Code 56363.3 and 56441.7 specify caseloads for language, speech, and hearing specialists. Other special education caseloads are not set by law and may be determined through collective bargaining agreements or the policies and regulations of the SELPA in which the district participates.

The Superintendent or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, the collective bargaining agreement, and/or the comprehensive plan of the Special Education Local Plan Area (SELPA) in which the district participates.

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 4141/4241 - Collective Bargaining Agreement)*

Note: Pursuant to Education Code 56362, caseloads for resource specialists must be stated in the local policies and regulations of each entity providing special education, but must not exceed 28 students per resource specialist except as provided below. The following paragraph should be revised as necessary for consistency with SELPA and district practice.

In addition, pursuant to Education Code 56362, at least 80 percent of the resource specialists within a SELPA must be provided with an instructional aide.

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Board may request a waiver from the State



**SPECIAL EDUCATION STAFF (continued)**

Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362, 56362.1; 5 CCR 3100)

*(cf. 1431 - Waivers)*

The average caseload for language, speech, and hearing specialists shall not exceed 55 cases unless otherwise specified and reasons stated in the SELPA plan. The maximum caseload for speech and language specialists exclusively serving children with disabilities age 3-5 shall not exceed 40. (Education Code 56363.3, 56441.7)

**Legal Reference:****EDUCATION CODE**

44250-44279 *Credentials, especially:*

44256 *Credential types, specialist instruction*

44258.9 *Assignment monitoring*

44265-44265.99 *Special education credential*

44325-44328 *District interns*

44830.3 *District interns, supervision and professional development*

56000-56865 *Special education, especially:*

56195.8 *Adoption of policies*

56361 *Program options*

56362-56362.5 *Resource specialist program*

56363.3 *Maximum caseload; language, speech, and hearing specialists*

56441.7 *Maximum caseload; language, speech, and hearing specialists serving children ages 3-5*

**CODE OF REGULATIONS, TITLE 5**

3051.1 *Language, speech and hearing development and remediation; appropriate credential*

3100 *Waivers of maximum caseload for resource specialists*

6100-6126 *Teacher qualifications, No Child Left Behind Act*

80021 *Short-term staffing permit*

80021.1 *Provisional internship permit*

80025.4 *Substitute teaching, special education*

80026 *Declaration of need for fully qualified educators*

80027.1 *Special education limited assignment teaching permit*

80046.1 *Adapted physical education specialist*

80046.5 *Credential holders authorized to serve students with disabilities*

80047-80047.9 *Credentials to provide instructional services to students with disabilities*

80048-80048.9.3 *Credential requirements and authorizations*

80070.1-80070.8 *Resource specialist certificate of competence*

**UNITED STATES CODE, TITLE 20**

1400-1482 *Individuals with Disabilities Education Act, especially:*

1401 *Definition of highly qualified special education teacher*

6319 *Highly qualified teachers*

7801 *Definitions, highly qualified teacher*

*Legal Reference continued: (see next page)*



## **SPECIAL EDUCATION STAFF (continued)**

### *Legal Reference: (continued)*

#### **CODE OF FEDERAL REGULATIONS, TITLE 34**

*200.55-200.57 Highly qualified teachers*

*300.8 Definition of autism*

*300.18 Highly qualified special education teachers*

*300.156 Special education personnel requirements*

### *Management Resources:*

#### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*Handbook on Developing and Implementing Early Childhood Special Education Programs and Services, 2001*

#### **COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE**

*10-15 Alternative Route to Provide Special Education Services to Students with Autism, September 7, 2010*

*10-13 Approval of Title 5 Regulations Pertaining to Special Education Services Credentials, July 21, 2010*

*10-12 Approval of Title 5 Regulations Pertaining to Special Education Teaching Credentials Requirements, July 21, 2010*

*09-16 Approval of Additions to Title 5 Regulations Pertaining to Added Authorizations in Special Education, July 23, 2009*

*09-15 Approval of Amendments to Title 5 Regulations Pertaining to General and Special Education Limited Assignment Teaching Permits, July 23, 2009*

*08-13 Alternative Route to Provide Special Education Services to Students with Autism Ages Three and 4, October 9, 2008*

#### **COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS**

*Education Specialist Teaching and Other Related Services Credential Program Standards, September 2010*

#### **WEB SITES**

*California Association of Resource Specialists and Special Education Teachers:*

*<http://www.carsplus.org>*

*California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>*

*California Speech-Language-Hearing Association: <http://www.csha.org>*

*Commission on Teacher Credentialing: <http://www.ctc.ca.gov>*



# **Administrative Regulation**

## **Special Education Staff**

**AR 4112.23**

### **Personnel**

#### **Qualifications/Assignment of Special Education Teachers**

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization that specifically authorizes him/her to teach students with that primary disability within the program placement recommended in the students' individualized education program (IEP). (5 CCR 80046.5, 80048.7)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (20 USC 1401, 6319, 7801; 34 CFR 200.55-200.57, 300.18; 5 CCR 6100-6126)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

The Superintendent or designee may request the Commission on Teacher Credentialing (CTC) to issue a special education limited assignment teaching permit to authorize a qualified special education teacher, with his/her written consent, to serve outside the specialty area of his/her credential. In so doing, the district shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026. If the teacher has not yet obtained permanent status, the Superintendent or designee shall assign one or more experienced educators in the special education subject area(s) of the permit, who have at least three years of full-time teaching experience in each of the subject area(s) of the permit, to provide guidance and assistance to the permit holder. (5 CCR 80027.1)

The district may employ a person with an appropriate district internship credential to provide classroom instruction to students with disabilities, provided he/she has met the subject matter requirement specified in Education Code 44325 and receives guidance, supervision, and professional development through an established district internship program. (Education Code 44325, 44326, 44830.3)

(cf. 4112.21 - Interns)

#### **Resource Specialists**



The district shall employ certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to: (Education Code 56362)

1. Providing instruction and services to students whose needs have been identified in an IEP and who are assigned to regular classroom teachers for a majority of the school day

A student shall not be enrolled in a resource specialist program for a majority of a school day without approval by the student's IEP team.

2. Providing information and assistance to students with disabilities and their parents/guardians
3. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members
4. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program
5. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate sufficient progress to the IEP team
6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

The district's resource specialist program shall be under the direction of a resource specialist who possesses the qualifications specified in Education Code 56362 and 5 CCR 80070.8. (Education Code 56362)

#### **Teachers of Students with Autism**

A teacher whose preliminary Level I education specialist credential or other previously issued credential authorizes him/her to provide instruction to students with mild and moderate disabilities may be assigned to provide instruction to students with autism, provided that the teacher consents to the assignment and satisfies either of the following criteria prior to the assignment: (Education Code 44265.1)

1. The teacher has provided full-time instruction for at least one year prior to September 1, 2007, in a special education program that serves students with autism in accordance with their IEP and received a favorable evaluation or recommendation from the district or school to teach students with autism.



2. The teacher has completed a minimum of three semester units of coursework in the subject of autism offered by a regionally accredited institution of higher education.

The Superintendent or designee shall report teachers assigned under the criteria specified in items #1 and 2 above to the county office of education as part of the annual assignment monitoring pursuant to Education Code 44258.9. (Education Code 44265.1)

The Superintendent or designee may employ and assign a teacher to provide instruction to students age 3-4 who are diagnosed with autism if the teacher holds a valid preliminary Level I or clear Level II education specialist credential, is authorized to provide instruction to students with autism, and satisfies either of the criteria listed in items #1 and 2 above, except that the prior service shall have been with autistic students age 3-4 or the completed coursework shall have been in the subject of special education related to early childhood education. (Education Code 44265.2)

Verification of experience or coursework for any teacher of autistic students shall be maintained on file in the district or school office. (Education Code 44265.1, 44265.2)

#### **Caseloads**

The Superintendent or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or the comprehensive plan of the Special Education Local Plan Area (SELPA) in which the district participates.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4141/4241 - Collective Bargaining Agreement)

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362, 56362.1; 5 CCR 3100)

(cf. 1431 - Waivers)

The average caseload for language, speech, and hearing specialists shall not exceed 55 cases unless otherwise specified and reasons stated in the SELPA plan. The maximum caseload for speech and language specialists exclusively serving children with disabilities age 3-5 shall not exceed 40. (Education Code 56363.3, 56441.7)



**Legal Reference:**

**EDUCATION CODE**

**44250-44279 Credentials, especially:**

**44256 Credential types, specialist instruction**

**44258.9 Assignment monitoring**

**44265-44265.99 Special education credential**

**44325-44328 District interns**

**56000-56865 Special education, especially:**

**56195.8 Adoption of policies**

**56361 Program options**

**56362-56362.5 Resource specialist program**

**56363.3 Average caseload limits; language, speech, and hearing specialists**

**CODE OF REGULATIONS, TITLE 5**

**3051.1 Language, speech and hearing development and remediation; appropriate credential**

**3100 Waivers of maximum caseload for resource specialists**

**6100-6126 Teacher qualifications, No Child Left Behind Act**

**80026 Declaration of need for fully qualified educators**

**80027.1 Special education limited assignment teaching permit**

**80046-80046.1 Adapted physical education specialist**

**80046.5 Credential holders authorized to serve students with disabilities**

**80048-80048.7 Credential requirements and authorizations**

**80070.1-80070.8 Resource specialist certificate of competence**

**UNITED STATES CODE, TITLE 20**

**1400-1482 Individuals with Disabilities Education Act, especially:**

**1401 Definition of highly qualified special education teacher**

**6319 Highly qualified teachers**

**7801 Definitions, highly qualified teacher**

**CODE OF FEDERAL REGULATIONS, TITLE 34**

**200.55-200.57 Highly qualified teachers**

**300.8 Definition of autism**

**300.18 Highly qualified special education teachers**

**300.156 Special education personnel requirements**

**Management Resources:**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**Handbook on Developing and Implementing Early Childhood Special Education Programs and Services, 2001**

**COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE**

**09-16 Approval of Additions to Title 5 Regulations Pertaining to Added Authorizations in Special Education, July 23, 2009**

**09-15 Approval of Amendments to Title 5 Regulations Pertaining to General and Special Education Limited Assignment Teaching Permits, July 23, 2009**

**08-13 Alternative Route to Provide Special Education Services to Students with Autism Ages Three and 4, October 9, 2008**



08-10 Alternative Route to Provide Special Education Services to Students with Autism,  
July 7, 2008

**COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS**

Standards of Quality and Effectiveness for Education Specialist Credential Programs  
(including University Internship Options) and Clinical Rehabilitative Services Programs,  
1996

**WEB SITES**

California Association of Resource Specialists and Special Education Teachers:

<http://www.carsplus.org>

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Regulation      **CENTER UNIFIED SCHOOL DISTRICT**  
approved: February 17, 2010 Antelope, California



## **All Personnel**

AR 4112.4(a)

4212.4

## **HEALTH EXAMINATIONS**

4312.4

### **Tuberculosis Tests**

Note: Pursuant to Education Code 49406, the examination described below may be either an approved intradermal (skin) tuberculin test or any other test for tuberculosis infection that is recommended by the Centers for Disease Control and Prevention and licensed by the federal Food and Drug Administration, which, if positive, shall be followed by an x-ray of the lungs.

SB 1069 (Ch. 512, Statutes of 2010) amended Education Code 49406 to authorize physician assistants, along with physicians, to conduct this medical examination and sign the corresponding medical certificate.

No applicant shall be initially employed in a classified or certificated position unless, within the past 60 days, he/she has submitted to an intradermal tuberculin skin test or other approved tuberculin test and, if that test was positive, has subsequently obtained an x-ray of the lungs. The applicant shall submit to the district a certificate signed by an authorized health care provider indicating that he/she is free of active tuberculosis. (Education Code 49406; 5 CCR 5503)

Note: For pre-employment exams, Education Code 49406 and 45122 specify that the cost of the exam will be borne by the applicant unless otherwise provided by the Governing Board. Education Code 49406 and 45122 allow the district to reimburse those applicants who are subsequently hired by the district. The following optional paragraph should be modified to reflect district practice.

The cost of the pre-employment tuberculosis examination shall be paid by the applicant.

An applicant who was previously employed in another California school district or private or parochial school may fulfill the tuberculosis examination requirement either by producing a certificate showing that he/she was examined within the last four years and found to be free of active tuberculosis or by having his/her previous employer verify that it has on file a certificate which contains that evidence. (Education Code 49406)

Every district employee who tests negative shall undergo a tuberculosis examination at least once every four years, or more often if so directed by the Governing Board upon recommendation of the county health officer, for as long as the employee's test remains negative. An employee with a documented positive test for tuberculosis infection shall no longer be required to submit to the examination but shall be referred to the county health officer within 30 days of the examination to determine the need for follow-up care. (Education Code 49406)

Tuberculosis tests for employees shall be provided by the district or at district expense. (Education Code 44839, 45122, 49406)

If an employee's religious belief prevents him/her from undergoing a tuberculosis examination, the employee shall file an affidavit stating that he/she adheres to the faith or teachings of a well-recognized religious sect, denomination, or organization and, in



## **HEALTH EXAMINATIONS (continued)**

accordance with its creed, tenets, or principles, depends for healing upon prayer in the practice of religion and that, to the best of his/her knowledge or belief, he/she is free from active tuberculosis. In order to exempt the individual, the Board shall determine by resolution, after a hearing, that the health of students would not be jeopardized. (Education Code 49406)

**Note:** The remainder of this section is **optional**. Education Code 49406 authorizes the following additional exemptions pertaining to the tuberculosis test requirement.

The Superintendent or designee may exempt from the tuberculosis testing requirement classified employees who are employed for less than a school year if their functions do not require frequent or prolonged contact with students. (Education Code 49406)

The Superintendent or designee may exempt a pregnant employee from the requirement that a positive tuberculin skin test be followed by an x-ray of the lungs, for a period not to exceed 60 days following termination of the pregnancy. (Education Code 49406)

## **Medical Certification for Communicable Diseases for Certificated Employees**

**Note:** To fill a position requiring certification with an applicant who has not previously been employed in a certificated position in California, or to employ a retirant who has not previously been employed as a retirant, Education Code 44839 and 44839.5 require the district to obtain a medical certification that the applicant or retirant is free from any disabling disease that renders him/her unfit to instruct children or associate with them. Pursuant to Education Code 44839 and 44839.5, the medical certification must be completed and submitted by a physician, physician assistant, registered nurse, or commissioned medical officer. 5 CCR 5504 provides a sample medical certificate to meet the requirements of Education Code 44839 and 44839.5, but this sample may be modified to reflect all categories of medical personnel currently authorized by the Education Code to submit the medical certification.

The Board shall not fill a position requiring certification with an applicant who has not previously been employed in a certificated position in California or a retirant who has not been employed as a retirant, unless the district has on file a medical certification completed and submitted directly to the district by an authorized health care provider. (Education Code 44839, 44839.5)

*(cf. 4117.14/4317.14 - Postretirement Employment)*

The medical certification shall certify that the applicant or retirant is free from any disabling disease which would render him/her unfit to instruct or associate with children. The medical



## HEALTH EXAMINATIONS (continued)

examination referred to in the certificate must have been conducted within six months of the date that the certificate is filed. (Education Code 44839, 44839.5; 5 CCR 5503)

*(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)*

Applicants and retirants shall pay for the cost of obtaining the medical certification. (Education Code 44849, 44839.5)

Note: The following paragraph is optional.

The Board may require certificated employees and/or retirants to undergo, at district expense, a periodic medical examination pursuant to Education Code 44839 or 44839.5 to determine that they are free from any communicable disease making them unfit to instruct or associate with children. (Education Code 44839, 44839.5)

## Mental Examination for Certificated Employees

Note: Education Code 44942 specifies a process to be followed to suspend or transfer a certificated employee based on the Board's reasonable belief that the employee is suffering from a mental illness that renders him/her incompetent to perform the duties of the position. As part of this process, Education Code 44942 requires the Board to give the employee a statement of charges, allow the employee to appear before the Board to refute the charges, and offer the employee, at district expense, the opportunity to be examined by a panel of psychiatrists or psychologists. In Doe v. Lincoln Unified School District, an appellate court held that when a district chooses to suspend or transfer a certificated employee due to concerns about mental illness, the procedure outlined in Education Code 44942 is mandatory before the district can take any action (e.g., requiring the employee to be placed on administrative leave). Because the procedures are complex, and because of the interactions with other laws such as the Americans with Disabilities Act, district legal counsel should be consulted as appropriate.

A certificated employee may be suspended or transferred to other duties if the Board has reasonable cause to believe that the employee is suffering from mental illness of such a degree as to render him/her incompetent to perform his/her duties. In such a case, the district shall follow the process specified in Education Code 44942 and the district's collective bargaining agreement, including the opportunity for the employee to be examined by a panel of psychiatrists or psychologists.

*(cf. 4032 - Reasonable Accommodation)*  
*(cf. 4118 - Suspension/Disciplinary Action)*

*Legal Reference: (see next page)*



**HEALTH EXAMINATIONS (continued)***Legal Reference:***EDUCATION CODE***44839 Medical certificate; periodic medical examination**44839.5 Requirements for employment of retirant**44932 Grounds for dismissal of permanent employee**44942 Suspension or transfer of certificated employee on ground of mental illness**45122 Physical examinations**49406 Examination for tuberculosis***BUSINESS AND PROFESSIONS CODE***2700-2838 Nurses**3500-3546 Physician assistants***HEALTH AND SAFETY CODE***121525 Private and parochial school employees, examination for tuberculosis***CODE OF REGULATIONS, TITLE 5***5502 Filing of notice of physical examination for employment of retired persons**5503 Physical examination for employment of retired persons**5504 Medical certification procedures***COURT DECISIONS***Doe v. Lincoln Unified School District, (2010) 188 Cal.App.4th 758**Leonel v. American Airlines, Inc., (2005) 400 F.3d. 702**Raven v. Oakland Unified School District, (1989) 213 Cal.App.3d 1347**Management Resources:***WEB SITES***California Department of Public Health: <http://www.cdph.ca.gov>**Centers for Disease Control and Prevention: <http://www.cdc.gov>**Public Health Institute: <http://www.phi.org>**U.S. Food and Drug Administration: <http://www.fda.gov>*



# **Administrative Regulation**

## **Health Examinations**

**AR 4112.4**

### **Personnel**

#### **Tuberculosis Tests**

No applicant shall be initially employed in a classified or certificated position unless, within the past 60 days, he/she has submitted to an intradermal or other tuberculin test licensed by the Food and Drug Administration and, if that test was positive, has subsequently obtained an X-ray of the lungs. The applicant shall submit to the district a certificate signed by the examining licensed physician indicating that he/she is free of active tuberculosis. (Education Code 49406; 5 CCR 5503)

The cost of the pre-employment tuberculosis examination shall be paid by the applicant.

An applicant who was previously employed in another California school district may fulfill the tuberculosis examination requirement either by producing a certificate showing that he/she was examined within the last four years and found to be free of active tuberculosis or by having his/her previous school district employer verify that it has on file a certificate which contains that evidence. (Education Code 49406)

Every district employee who tests negative shall undergo a tuberculosis examination at least once every four years, or more often if so directed by the Governing Board upon recommendation of the county health officer, for as long as the employee's test remains negative. An employee with a documented positive test for tuberculosis infection shall no longer be required to submit to the examination but shall be referred to the county health officer within 30 days of the examination to determine the need for follow-up care. (Education Code 49406)

Tuberculosis tests for employees shall be provided by the district or at district expense. (Education Code 44839, 45122, 49406)

If an employee's religious belief prevents him/her from undergoing a tuberculosis examination, the employee shall file an affidavit stating that he/she adheres to the faith or teachings of a well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles, depends for healing upon prayer in the practice of religion and that, to the best of his/her knowledge or belief, he/she is free from active tuberculosis. In order to exempt the individual, the Board shall determine by resolution, after a hearing, that the health of students would not be jeopardized. (Education Code 49406)

The Superintendent or designee may exempt from the tuberculosis testing requirement



classified employees who are employed for less than a school year if their functions do not require frequent or prolonged contact with students. (Education Code 49406)

The Superintendent or designee may exempt a pregnant employee from the requirement that a positive tuberculin test be followed by an X-ray of the lungs, for a period not to exceed 60 days following termination of the pregnancy. (Education Code 49406)

#### **Medical Certification for Communicable Diseases for Certificated Employees**

The Board shall not fill a position requiring certification with an applicant who has not previously been employed in a certificated position in California or a retirant who has not been employed as a retirant, unless the district has on file a medical certification completed and submitted by a physician, physician assistant, registered nurse, or commissioned medical officer. (Education Code 44839 and 44839.5)

(cf. 4117.14/4217.14 - Postretirement Employment)

The medical certification shall certify that the applicant or retirant is free from any disabling disease which would render him/her unfit to instruct or associate with children. The medical examination referred to in the certificate must have been conducted within six months of the date that the certificate is filed. (Education Code 44839, 44839.5; 5 CCR 5503)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

Applicants and retirants shall pay for the cost of obtaining the medical certification. (Education Code 44849, 44839.5)

The Board may require certificated employees and/or retirants to undergo, at district expense, a periodic medical examination pursuant to Education Code 44839 or 44839.5 to determine that they are free from any communicable disease making them unfit to instruct or associate with children. (Education Code 44839, 44839.5)

#### **Mental Examination for Certificated Employees**

A certificated employee may be suspended or transferred to other duties if the Board has reasonable cause to believe that the employee is suffering from mental illness of such a degree as to render him/her incompetent to perform his/her duties. In such a case, the district shall follow the process specified in Education Code 44942 and the district's collective bargaining agreement, including the opportunity for the employee to be examined by a panel of psychiatrists or psychologists.

(cf. 4032 - Reasonable Accommodation)

(cf. 4118 - Suspension/Disciplinary Action)

**HEALTH EXAMINATIONS (continued)**



**Legal Reference:**

**EDUCATION CODE**

44839 Medical certificate; periodic medical examination

44839.5 Requirements for employment of retirant

44932 Grounds for dismissal of permanent employee

44942 Suspension or transfer of certificated employee on ground of mental illness

45122 Physical examinations

49406 Examination for tuberculosis

**BUSINESS AND PROFESSIONS CODE**

2700-2838 Nurses

3500-3503.5 Physician assistants

**CODE OF REGULATIONS, TITLE 5**

5502 Filing of notice of physical examination for employment of retired persons

5503 Physical examination for employment of retired persons

5504 Medical certification procedures

**COURT DECISIONS**

Leonel v. American Airlines, Inc., (2005) 400 F.3d. 702

Raven v. Oakland Unified School District, (1989) 213 Cal.App.3d 1347

**Management Resources:**

**WEB SITES**

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Public Health Institute: <http://www.phi.org>

U.S. Food and Drug Administration: <http://www.fda.gov>

**Regulation     CENTER UNIFIED SCHOOL DISTRICT**  
**approved: February 17, 2010 Antelope, California**



**PRERETIREMENT PART-TIME EMPLOYMENT**

Note: Education Code 22713 and 44922 authorize the Governing Board to adopt regulations that allow certificated employees who are members of the defined benefit program of the California State Teachers' Retirement System, to reduce their workload from full time to part time while still receiving the service credit they would have received as full-time employees and having their retirement allowance and other benefits be calculated based on their final compensation as if employed on a full-time basis. If the district chooses to allow employees to reduce their workload in this manner, then Education Code 22713 and 44922 mandate that the district's regulation include at least the conditions specified in items #1-9 below.

On a case-by-case basis, the Superintendent or designee may allow a certificated employee who is a member of the defined benefit program of the California State Teachers' Retirement System (STRS) to reduce his/her workload from full time to part time when doing so does not disrupt the educational program and is in the best interests of the district.

Any such certificated employee who reduces his/her workload to part time may maintain the retirement and health and welfare benefits that he/she would have received if employed on a full-time basis under the following conditions: (Education Code 22713, 44922)

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

1. The option to reduce the employee's workload shall be exercised at the request of the employee and the agreement to reduce the workload shall be in effect at the beginning of the school year.
2. Prior to the reduction in workload, the employee shall have a minimum of 10 years of credited service, of which the immediately preceding five years were full-time employment.

Note: Pursuant to Education Code 22713, certain absences from full-time employment would not constitute a break in service for the purpose specified in item #3 below.

3. The employee shall not have had a break in service during the five years immediately preceding the reduction in workload. Sabbaticals, other approved leaves of absence, and unpaid absences for personal reasons from full-time employment shall not constitute a break in service. However, the period of time during which an employee is retired shall constitute a break in service and an employee who reinstates from retirement shall be required to be employed to perform creditable service on a full-time basis for at least five school years preceding the workload reduction.

*(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)*

4. The employee shall have reached the age of 55 years prior to the workload reduction.
5. The employee shall not hold a position with a salary above that of a school principal.



**PRERETIREMENT PART-TIME EMPLOYMENT (continued)**

6. The reduced workload shall be equal to at least one-half of the time the district requires for full-time employment, in accordance with Education Code 22138.5, pursuant to the employee's contract of employment during his/her last year of full-time employment.
7. The employee shall be paid compensation that is the pro rata share of the creditable compensation he/she would have earned had he/she not reduced his/her workload.
8. The agreement may be revoked only by mutual consent of the employee and the Superintendent or designee.

Note: Pursuant to Education Code 22713, as amended by AB 2260 (Ch. 207, Statutes of 2010), the ability of a certificated employee to terminate the reduced workload agreement is restricted when one of the circumstances specified below exists.

However, an employee who has entered into a formalized agreement with the district to have his/her contribution into the defined benefit program picked up by the district may not terminate the agreement to reduce his/her workload except by one of the following:

- a. Terminating his/her service
- b. Retiring from service under the defined benefit program
- c. Continuing to perform creditable service under a new reduced workload arrangement for at least one-half of the time the district requires for full-time employment in accordance with Education Code 22138.5
- d. Returning to full-time employment

Note: Pursuant to Education Code 22713 and 44922, the district's regulation must specify a limitation, not to exceed 10 years, as to how long an employee may reduce his/her workload. The district may modify item #9 below to reflect its specific time limitation.

9. The period of the reduced workload shall not exceed 10 years.

Prior to the reduction of an employee's workload, the Superintendent or designee shall verify the employee's eligibility in conjunction with the administrative staff of STRS and/or the Public Employees' Retirement System. (Education Code 22713)



**PRERETIREMENT PART-TIME EMPLOYMENT (continued)**

The Superintendent or designee shall maintain the necessary records to separately identify each employee who participates in the reduced workload program. (Education Code 22713)

*Legal Reference:*

**EDUCATION CODE**

22119.5 *Creditable service, definition*

22138.5 *Full-time, definition*

22713 *Part-time employment; reduction of workload from full-time; credit*

22903 *Payment of contributions by employer for tax deferred purposes*

44922 *Regulations; reduction to part-time employment*

**GOVERNMENT CODE**

21110-21120 *Reduced workload, partial service retirement under PERS*

53201 *Health and welfare benefits: election by officers and employees*

*Management Resources:*

**WEB SITES**

*California Public Employees' Retirement System: <http://www.calpers.ca.gov>*

*California State Teachers' Retirement System: <http://www.calstrs.com>*



# **Administrative Regulation**

## **Preretirement Part-Time Employment**

**AR 4117.11**  
**Personnel**

On a case-by-case basis, the Superintendent or designee may allow a certificated employee to reduce his/her workload from full time to part time when doing so does not disrupt the educational program and is in the best interests of the district.

A certificated employee who is a member of the defined benefit program of the California State Teachers' Retirement System (STRS) and who reduces his/her workload to part time may maintain the retirement and health and welfare benefits that he/she would have received if employed on a full-time basis under the following conditions: (Education Code 22713, 44922)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

1. The option to reduce the employee's workload shall be exercised at the request of the employee and can be revoked only with the mutual consent of the Superintendent or designee and the employee. The agreement to reduce the workload shall be in effect at the beginning of the school year.

2. Prior to the reduction in workload, the employee shall have performed creditable service on a full-time basis for a minimum of 10 years, of which the immediately preceding five years were full-time employment.

3. The employee shall not have had a break in service during the five years immediately preceding the reduction in workload. Sabbaticals, other approved leaves of absence, and unpaid absences for personal reasons from full-time employment shall not constitute a break in service. However, the period of time during which a member is retired shall constitute a break in service and an employee who reinstates from retirement shall be required to be employed in creditable service on a full-time basis for at least five school years preceding the workload reduction.

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

4. The employee shall have reached the age of 55 years prior to the workload reduction.

5. The employee shall not hold a position with a salary above that of a school principal.

6. The period of the reduced workload shall not exceed 10 years.



7. The reduced workload shall be equal to at least one-half of the full-time equivalent required by the employee's contract of employment in accordance with Education Code 22138.5 during his/her final year of full-time employment.

8. The employee shall be paid compensation that is the pro rata share of the compensation the employee would have earned had he/she not opted to reduce his/her workload.

Prior to the reduction of an employee's workload, the Superintendent or designee shall verify the employee's eligibility in conjunction with the administrative staff of STRS and/or the Public Employees' Retirement System. (Education Code 22713)

The Superintendent or designee shall maintain the necessary records to separately identify each employee who participates in the reduced workload program. (Education Code 22713)

**Legal Reference:**

**EDUCATION CODE**

22119.5 Creditable service, definition

22138.5 Full-time, definition

22713 Part-time employment; reduction of workload from full-time; credit

44922 Regulations; reduction to part-time employment

**GOVERNMENT CODE**

21110-21120 Reduced workload, partial service retirement under PERS

53201 Health and welfare benefits: election by officers and employees

**Management Resources:**

**WEB SITES**

California Public Employees' Retirement System: <http://www.calpers.ca.gov>

California State Teachers' Retirement System: <http://www.calstrs.com>

**Regulation CENTER UNIFIED SCHOOL DISTRICT**  
**approved: February 17, 2010 Antelope, California**



**POSTRETIREMENT EMPLOYMENT**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

**Note:** The following administrative regulation is **optional**.

The Governing Board may hire retired certificated individuals who possess unique knowledge and experience to perform specialized work of a limited duration.

**Note:** Pursuant to Education Code 24214, 24216.5, and 24216.6, retired members of the State Teachers' Retirement System (STRS) may be hired to perform work that would normally accrue service credit in STRS. Pursuant to Education Code 24214, such retired individuals are allowed to receive compensation for their service without reduction in their retirement allowance, as long as the compensation does not exceed a compensation limit computed and adjusted annually by STRS.

Any retired certificated individual who is a member of the defined benefit program of the State Teachers' Retirement System (STRS) and who is hired by the district to perform services pursuant to this administrative regulation shall not make contributions to the retirement fund or accrue service credit based on compensation earned from that service. (Education Code 24214)

Any retired individual hired under this administrative regulation shall be paid at a rate commensurate with that of other district employees performing comparable duties. (Education Code 24214)

Beginning July 1, 2010, any certificated individual who is a member of STRS and who retires from service below normal retirement age shall not be hired for service pursuant to this administrative regulation for at least six calendar months after his/her retirement from service. (Education Code 24214.5)

**Postretirement Compensation Limitation**

**Note:** Although Education Code 22461 requires the district to notify retired individuals of the postretirement compensation limitation, the district is not liable for any amount paid in excess of the limitation or for failing to inform the retired individual that continuation of service would exceed the limitation.



## **POSTRETIREMENT EMPLOYMENT (continued)**

Upon retaining the services of a retired individual as a district employee, employee of a third party, or an independent contractor, the Superintendent or designee shall: (Education Code 22461, 24214)

1. Advise the retired individual of the postretirement compensation limitation set forth in Education Code 24116, 24214, and 24215
2. Maintain accurate records of the retired individual's compensation and report it monthly to STRS and the individual regardless of the method of payment or the fund from which the payments are made

When employing a retired individual eligible for any of the exemptions from the postretirement compensation limitation stated below, the Superintendent or designee shall submit to STRS, no later than June 30 of the school year for which the exemption is to apply, all required documentation to substantiate eligibility for the exemption. (Education Code 24216, 24216.5, 24216.6)

### **Exemption for Providing Specified Instructional Services**

Until June 30, 2012, any retired certificated individual employed by the district shall be exempt from the compensation limitation for members of STRS provided that he/she retired from service with an effective date on or before January 1, 2009, and is employed to provide any of the following services: (Education Code 24216.5, 24216.6)

1. Direct classroom instruction to students in grades K-12
2. Support and assessment for new teachers through the Beginning Teacher Support and Assessment program pursuant to Education Code 44279.1-44279.7

*(cf. 4131.1 - Beginning Teacher Support/Induction)*

3. Support to individuals completing student teaching assignments

<p>Note: Although Education Code 24216.5 authorizes an exemption for retired individuals providing support to participants in the pre-internship program pursuant to Education Code 44305-44308, item #4 below does not reflect that exemption since those sections of the Education Code have been repealed.</p>
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4. Support to individuals participating in an alternative certification program pursuant to Education Code 44380-44386 or a school paraprofessional teacher training program pursuant to Education Code 44390-44393

*(cf. 4112.21 - Interns)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*



## **POSTRETIREMENT EMPLOYMENT (continued)**

5. Instruction and student services to students enrolled in special education programs pursuant to Education Code 56000-56885

*(cf. 4112.23 - Special Education Staff)*

6. Instruction to students enrolled in English language learner programs pursuant to Education Code 300-340, 400-410, and 430-446

*(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)*

7. Direct remedial instruction to students in grades 2-12 for the programs specified in Education Code 37252 and 37252.2

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 6179 - Supplemental Instruction)*

Retired individuals who are exempt from the limitation on compensation shall be treated as part of a distinct class of temporary employees within the existing bargaining unit whose service may not be included in computing the service required as a prerequisite to attainment of or eligibility for classification as a permanent employee of the district. (Education Code 24216.5, 24216.6)

The compensation for the class of retired individuals shall be agreed to in the collective bargaining agreement between the district and the exclusive representative for the bargaining unit. (Education Code 24216.5, 24216.6)

### **Exemption for Appointment as Trustee/Administrator or for Emergency Situations**

Note: Education Code 24216 exempts retired individuals appointed to specified positions from the compensation limitation for members of STRS. AB 2260 (Ch. 207, Statutes of 2010) amended Education Code 24216 to delete exemptions for retired individuals appointed as trustees pursuant to the Immediate Intervention/Underperforming Schools Program and the High Priority Schools Grant Program, which are no longer being funded by the state. As amended, Education Code 24216 now exempts a retired individual appointed by the State Board of Education pursuant to Education Code 52055.57-52055.60 as a trustee in a program improvement district identified for corrective action (i.e., Local Educational Agency Intervention program); see BP/AR 0520.3 - Title I Program Improvement Districts.

Until June 30, 2012, a retired certificated individual shall be exempt from the postretirement compensation limitation for a maximum period of 24 consecutive months if he/she is appointed by the Superintendent of Public Instruction as a trustee or administrator pursuant to Education Code 41320.1, appointed as a trustee by the State Board of Education pursuant to Education Code 52055.57-52055.60 (the Local Educational Agency Intervention program), or assigned to a position by the County Superintendent of Schools pursuant to Education Code 42122-42129. (Education Code 24216)



## **POSTRETIREMENT EMPLOYMENT (continued)**

Until June 30, 2012, a retired individual shall be exempt from the postretirement compensation limitation up to an additional one-half of the full-time position when employed in an emergency situation to fill a vacant administrative position requiring highly specialized skills, provided that all of the following conditions are met: (Education Code 24216)

1. The vacancy occurred due to circumstances beyond the district's control.
2. The recruitment process to fill the vacancy on a permanent basis is expected to extend over several months.
3. The employment is reported in a public meeting of the Board.

*(cf. 9320 - Meetings and Notices)*

4. The retired individual's termination of employment with the district is not the basis for the vacant administrative position.

The above exemptions shall not apply to any individual who has received additional retirement service credit pursuant to Education Code 22715 or 22716. A retiree who has received an additional service credit pursuant to Education Code 22714 or 22714.5 shall be ineligible for the above exemptions for one year from his/her effective date of retirement for service performed in any California district, community college district, or county office of education. (Education Code 24216)

*(cf. 4117.13/4317.13 - Early Retirement Option)*

### **Consultancy Contracts**

A retired certificated employee serving as a consultant shall be retained as an employee and his/her service shall be limited in accordance with retirement system rules and regulations. (Education Code 35046)

To be eligible for consideration for a consultancy contract, a retired certificated employee must have served the district or the County Superintendent for at least 10 years and be at least 55 years of age. (Education Code 35046)

Retirement consultancy contracts are renewable annually for up to five years or until the employee reaches age 65, whichever comes first. (Education Code 35046)



## POSTRETIREMENT EMPLOYMENT (continued)

### *Legal Reference:*

#### EDUCATION CODE

300-340 English language education  
400-410 English language acquisition program  
430-446 English Learner and Immigrant Student Federal Conformity Act  
22119.5 Creditable service, definition  
22461 Notice of earnings limitation  
22714 Encouragement of retirement  
22714.5 2+2 service and year credit option under STRS  
22715 Additional service credit  
22716 Unpaid services  
24116 Service at California State University  
24214 Creditable service by retiree  
24214.5 Postretirement compensation limit; members below normal retirement age  
24215 Service at California State University  
24216 Payments to retirants in excess of limitation  
24216.5 Exemption from earnings limitation  
24216.6 Exemption from earnings limitation  
35046 Consultancy contracts  
37252-37254.1 Supplemental instruction  
41320.1 Appointment of trustee  
42120-42129 Budget completion  
44279.1-44279.7 Beginning Teacher Support and Assessment Program  
44380-44386 Alternative certification program  
44390-44393 School paraprofessional teacher training program  
44830 Employment of certificated employees  
44830.3 Employment of district interns  
44929 Service credit under STRS; additional two years  
44929.1 2+2 service and year credit option under STRS  
52055.57-52055.60 Local Educational Agency Intervention program  
56000-56885 Special education

### *Management Resources:*

#### WEB SITES

California State Teachers' Retirement System: <http://www.calstrs.com>



# **Administrative Regulation**

## **Postretirement Employment**

**AR 4117.14 4217.14**

### **Personnel**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board may hire retired certificated individuals who possess unique knowledge and experience to perform specialized work of a limited duration.

Any retired certificated individual who is a member of the defined benefit program of the State Teachers' Retirement System (STRS) and who is hired by the district to perform services pursuant to this administrative regulation shall not make contributions to the retirement fund or accrue service credit based on compensation earned from that service. (Education Code 24214)

Any retired individual hired under this administrative regulation shall be paid at a rate commensurate with that of other district employees performing comparable duties. (Education Code 24214)

Beginning July 1, 2010, any certificated individual who is a member of STRS and who retires from service below normal retirement age shall not be hired for service pursuant to this administrative regulation for at least six calendar months after his/her retirement from service. (Education Code 24214.5)

### **Postretirement Compensation Limitation**

Upon retaining the services of a retired individual as a district employee, employee of a third party, or an independent contractor, the Superintendent or designee shall: (Education Code 22461, 24214)

1. Advise the retired individual of the postretirement compensation limitation set forth in Education Code 24116, 24214, and 24215
2. Maintain accurate records of the retired individual's compensation and report the



compensation to STRS and the individual monthly regardless of the method of payment or the fund from which the payments are made

When employing a retired individual eligible for any of the exemptions from the postretirement compensation limitation stated below, the Superintendent or designee shall submit to STRS, no later than June 30 of the school year for which the exemption is to apply, all required documentation to substantiate eligibility for the exemption.  
(Education Code 24216, 24216.5, 24216.6)

#### **Exemption for Providing Specified Instructional Services**

Until June 30, 2012, any retired certificated individual employed by the district shall be exempt from the compensation limitation for members of STRS provided that he/she retired from service with an effective date on or before January 1, 2009, and is employed to provide any of the following services: (Education Code 24216.5, 24216.6)

1. Direct classroom instruction to students in grades K-12
2. Support and assessment for new teachers through the Beginning Teacher Support and Assessment program pursuant to Education Code 44279.1-44279.7

(cf. 4131.1 - Beginning Teacher Support/Induction)

3. Support to individuals completing student teaching assignments
4. Support to individuals participating in an alternative certification program (Education Code 44380-44386) or a school paraprofessional teacher training program (Education Code 44390-44393)

(cf. 4112.21 - Interns)

(cf. 4222 - Teacher Aides/Paraprofessionals)

5. Instruction and student services to students enrolled in special education programs pursuant to Education Code 56000-56885

(cf. 4112.23 - Special Education Staff)

6. Instruction to students enrolled in English language learner programs pursuant to Education Code 400-410 and 430-446

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

7. Direct remedial instruction to students in grades 2-12 for the programs specified in Education Code 37252 and 37252.2

(cf. 5123 - Promotion/Acceleration/Retention)



(cf. 6179 - Supplemental Instruction)

Retired individuals who are exempt from the limitation on compensation shall be treated as part of a distinct class of temporary employees within the existing bargaining unit whose service may not be included in computing the service required as a prerequisite to attainment of or eligibility for classification as a permanent employee of the district. (Education Code 24216.5, 24216.6)

The compensation for the class of retired individuals shall be agreed to in the collective bargaining agreement between the district and the exclusive representative for the bargaining unit. (Education Code 24216.5, 24216.6)

#### **Exemption for Appointment as Trustee/Administrator or for Emergency Situations**

A retired certificated individual shall be exempt from the postretirement compensation limitation for a maximum period of 24 consecutive months if he/she is appointed by the Superintendent of Public Instruction as a trustee or administrator pursuant to Education Code 41320.1, appointed as a trustee pursuant to the Immediate Intervention/Underperforming Schools Program or the High Priority Schools Grant Program, or assigned to a position by the County Superintendent of Schools pursuant to Education Code 42122-42129. (Education Code 24216)

(cf. 0520.1 - High Priority Schools Grant Program)

Until June 30, 2012, a retired individual shall be exempt from the postretirement compensation limitation up to an additional one-half of the full-time position when employed in an emergency situation to fill a vacant administrative position requiring highly specialized skills, provided that all of the following conditions are met: (Education Code 24216)

1. The vacancy occurred due to circumstances beyond the district's control.
2. The recruitment process to fill the vacancy on a permanent basis is expected to extend over several months.
3. The employment is reported in a public meeting of the Board.

(cf. 9320 - Meetings and Notices)

4. The retired individual's termination of employment with the district is not the basis for the vacant administrative position.

The above exemptions shall not apply to any individual who has received additional retirement service credit pursuant to Education Code 22715 or 22716. A retiree who has received an additional service credit pursuant to Education Code 22714 or 22714.5 shall be ineligible for the above exemptions for one year from his/her effective date of



retirement for service performed in any California district, community college district, or county office of education. (Education Code 24216)

(cf. 4117.13/4317.13 - Early Retirement Option)

Retirement consultancy contracts are renewable annually for up to five years or until the employee reaches age 65, whichever comes first. (Education Code 35046)

#### **Consultancy Contracts**

A retired certificated employee serving as a consultant shall be retained as an employee and his/her service shall be limited in accordance with retirement system rules and regulations. (Education Code 35046)

To be eligible for consideration for a consultancy contract, a retired certificated employee must have served the district or the County Superintendent for at least 10 years and be at least 55 years of age. (Education Code 35046)

#### **Legal Reference:**

##### **EDUCATION CODE**

400-410 English language acquisition program  
430-446 English Learner and Immigrant Student Federal Conformity Act  
22119.5 Creditable service, definition  
22461 Notice of earnings limitation  
22714 Encouragement of retirement  
22714.5 2+2 service and year credit option under STRS  
22715 Additional service credit  
22716 Unpaid services  
24116 Service at California State University  
24214 Creditable service by retiree  
24214.5 Postretirement compensation limit; members below normal retirement age  
24215 Service at California State University  
24216 Payments to retirants in excess of limitation  
24216.5 Exemption from earnings limitation  
24216.6 Exemption from earnings limitation  
35046 Consultancy contracts  
37252-37254.1 Supplemental instruction  
41320.1 Appointment of trustee  
42120-42129 Budget completion  
44279.1-44279.7 Beginning Teacher Support and Assessment Program  
44380-44386 Alternative certification program  
44390-44393 School paraprofessional teacher training program  
44830 Employment of certificated employees  
44830.3 Employment of district interns



44929 Service credit under STRS; additional two years  
44929.1 2+2 service and year credit option under STRS  
52053-52055.55 Immediate Intervention/Underperforming Schools Program  
52055.600-52055.662 High Priority Schools Grant Program  
56000-56885 Special education

**Management Resources:**

**WEB SITES**

California State Teachers' Retirement System: <http://www.calstrs.com>

**Regulation** CENTER UNIFIED SCHOOL DISTRICT  
approved: February 17, 2010 Antelope, California



**CHRONIC ABSENCE AND TRUANCY**

**Note:** The following optional policy addresses both chronic absence, which refers to students missing an excessive number of school days for any reason, whether excused or unexcused, and truancy, which refers to students missing school without a valid excuse. See BP/AR 5113 - Absences and Excuses for information about the determination of an absence as excused or unexcused, including methods of verification of student absences.

Districts are encouraged to read CSBA's policy brief Improving Student Achievement by Addressing Chronic Absence prior to adopting policy on this topic.

The Governing Board believes that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

*(cf. 5113 - Absences and Excuses)*

**Note:** The following optional paragraph may be revised to reflect district practice. Districts must monitor unexcused absences for the purpose of identifying students who are truants pursuant to Education Code 48260-48273; see the accompanying administrative regulation. State law does not require districts to monitor chronic absence, although Education Code 60901, added by SB 1357 (Ch. 704, Statutes of 2010), provides a definition of chronic absentees (i.e., students who are absent for any reason for 10 percent or more of the school days in the school year) which may be useful to districts that choose to monitor both excused and unexcused absences in order to identify students at risk.

Contingent on the receipt of federal funding, Education Code 60901 requires the California Department of Education (CDE) to include data on the quarterly rate of student attendance within the California Longitudinal Pupil Achievement Data System (CALPADS). Pursuant to Education Code 60901, the system will periodically provide districts with districtwide, school, class, and individual student reports on rates of absence and chronic absentees, and will provide early warning reports to identify individual students who are at risk of academic failure or dropping out of school. Districts' submission of attendance data to CALPADS will be voluntary.

The Superintendent or designee shall establish a system to accurately track and monitor student attendance, including methods to identify students classified as chronic absentees and truants, as defined in law and administrative regulation.

To encourage school attendance, the Superintendent or designee shall develop strategies that focus on prevention and early intervention of attendance problems. Preventive strategies may include efforts to provide a safe and positive school environment, relevant and engaging learning experiences, and school activities that help develop students' feelings of connectedness with the schools. The Superintendent or designee also may provide incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.



**CHRONIC ABSENCE AND TRUANCY (continued)**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 5126 - Awards for Achievement)*  
*(cf. 5131 - Conduct)*  
*(cf. 5137 - Positive School Climate)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*

The Superintendent or designee shall work with students and parents/guardians to identify factors contributing to chronic absence and truancy. Based on this needs assessment, he/she shall collaborate with community agencies, including, but not limited to, child welfare services, law enforcement, courts, and/or public health care agencies, to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems.

*(cf. 1020 - Youth Services)*  
*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 5145.6 - School Health Services)*  
*(cf. 5146 - Married/Pregnant/Parenting Students)*  
*(cf. 5147 - Dropout Prevention)*  
*(cf. 5149 - At-Risk Students)*  
*(cf. 6158 - Independent Study)*  
*(cf. 6164.2 - Guidance/Counseling Services)*  
*(cf. 6164.5 - Student Success Teams)*  
*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)*  
*(cf. 6173.2 - Education of Children of Military Families)*  
*(cf. 6175 - Migrant Education Program)*  
*(cf. 6179 - Supplemental Instruction)*  
*(cf. 6181 - Alternative Schools/Programs of Choice)*  
*(cf. 6183 - Home and Hospital Instruction)*  
*(cf. 6184 - Continuation Education)*  
*(cf. 6185 - Community Day School)*

Note: Habitually truant students, as defined in Education Code 48262 and the accompanying administrative regulation, may be referred to a school attendance review board (SARB) established by the county or, if no county SARB exists, to a SARB established by the district Governing Board pursuant to Education Code 48321. Instead of the SARB process, students may be referred to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6. Students who continue to be truant after receiving these interventions are referred to a juvenile court pursuant to Education Code 48264.5. Parents/guardians of truants may be subject to penalties pursuant to Education Code 48293, Penal Code 270.1 as added by SB 1317 (Ch. 647, Statutes of 2010), and/or Penal Code 272.

The following paragraph should be revised to reflect programs available to district students.



**CHRONIC ABSENCE AND TRUANCY (continued)**

As required by law, habitually truant students shall be referred to a school attendance review board (SARB), a truancy mediation program operated by the county's district attorney or probation officer, and/or a juvenile court.

The Superintendent or designee shall regularly analyze data on student absence to identify patterns of absence districtwide and by school, grade level, and student population. Such data shall be used to identify common barriers to attendance, prioritize resources for intervention, and monitor progress over time. The Superintendent or designee shall periodically report this information to the Board for purposes of evaluating the effectiveness of strategies implemented to reduce chronic absence and truancy and making changes as needed. As appropriate, the Superintendent or designee also shall provide this information to key school staff and community agency partners to engage them in program evaluation and improvement.

**School Attendance Review Board**

Note: Education Code 48321 authorizes the establishment of a SARB in each county and also authorizes the county SARB to approve as many local SARBs as it deems necessary. If no county SARB exists, the district Board may establish a local SARB which operates in the same manner and under the same authority as a county SARB.

The following optional paragraph is for use by districts whose county has established a SARB. Pursuant to Education Code 48321, district representatives on the county SARB are to be nominated by the district Board and appointed by the County Superintendent of Schools.

The Board shall submit nominations to the County Superintendent of Schools for a district representative on the county SARB. (Education Code 48321)

Note: The remainder of this section is for use by districts that have established a local SARB instead of, or in addition to, the county SARB. The CDE's School Attendance Review Board Handbook provides guidance to SARBs on effective operations.

Education Code 48321 lists persons who the Board may, but is not required to, appoint to the local SARB, as provided in the following paragraph. In addition, the CDE recommends that the Board include a representative of the county CalWORKS office in order to assist the office in determining whether a student whose family receives a welfare grant is regularly attending school. Pursuant to Welfare and Institutions Code 11253.5, if any such student is not regularly attending school, the family's welfare grant may be reduced.

The Board shall appoint members of the district's SARB, who may include, but are not be limited to, a parent/guardian as well as representatives of the district, county probation department, county welfare department, county office of education, law enforcement agencies, community-based youth service centers, school guidance personnel, child welfare and attendance personnel, and school or county health care personnel. (Education Code 48321)



**CHRONIC ABSENCE AND TRUANCY (continued)**

The district's SARB shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.

*Legal Reference: (see next page)*



**CHRONIC ABSENCE AND TRUANCY (continued)***Legal Reference:***EDUCATION CODE***1740 Employment of personnel to supervise attendance (county superintendent)**37223 Weekend classes**41601 Reports of average daily attendance**46000 Records (attendance)**46010-46014 Absences**46110-46119 Attendance in kindergarten and elementary schools**46140-46147 Attendance in junior high and high schools**48200-48208 Children ages 6-18 (compulsory full-time attendance)**48240-48246 Supervisors of attendance**48260-48273 Truants**48290-48296 Failure to comply; complaints against parents**48320-48325 School attendance review boards**48340-48341 Improvement of student attendance**48400-48403 Compulsory continuation education**49067 Unexcused absences as cause of failing grade**60901 Chronic absence***GOVERNMENT CODE***54950-54963 The Ralph M. Brown Act***PENAL CODE***270.1 Chronic truancy; parent/guardian misdemeanor**272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy**830.1 Peace officers***VEHICLE CODE***13202.7 Driving privileges; minors; suspension or delay for habitual truancy***WELFARE AND INSTITUTIONS CODE***601-601.4 Habitually truant minors**11253.5 Compulsory school attendance***CODE OF REGULATIONS, TITLE 5***306 Explanation of absence**420-421 Record of verification of absence due to illness and other causes**Management Resources:***CSBA PUBLICATIONS***Improving Student Achievement by Addressing Chronic Absence, Policy Brief, December 2010***CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS***School Attendance Review Board Handbook, 2009**School Attendance Improvement Handbook, 2000***WEB SITES***CSBA: <http://www.csba.org>**Attendance Counts: <http://www.attendancecounts.org>**California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>**California Department of Education: <http://www.cde.ca.gov>*



# **Board Policy**

## **Truancy**

**BP 5113.1**

### **Students**

To improve student attendance, the Superintendent or designee shall implement positive steps to identify the reasons for a student's unexcused absences and to help resolve the problems caused by truancy. Such strategies shall focus on early intervention and may include, but not be limited to, communication with parents/guardians and the use of student study teams.

(cf. 5113 - Absences and Excuses)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6164.5 - Student Study Teams)

(cf. 6176 - Weekend/Saturday Classes)

In addition, the Superintendent or designee shall cooperate with other agencies within the community to meet the needs of students who have serious school attendance or behavior problems and to maintain a continuing inventory of community resources, including alternative programs.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Habitually truant students may be referred to a school attendance review board, a truancy mediation program operated by the county's district attorney or probation officer, and/or juvenile court in accordance with law.

For purposes of California's welfare system (CalWORKS), a student shall be determined to be regularly attending school unless he/she has been referred to the county district attorney or probation office pursuant to Education Code 48263.

#### **Legal Reference:**

##### **EDUCATION CODE**

1740 Employment of personnel to supervise attendance (county superintendent)

37223 Weekend classes

41601 Reports of average daily attendance

46000 Records (attendance)

46010-46014 Absences

46110-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools



48200-48208 Children ages 6-18 (compulsory full-time attendance)

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-48296 Failure to comply; complaints against parents

48320-48324 School attendance review boards

48340-48341 Improvement of student attendance

49067 Unexcused absences as cause of failing grade

**VEHICLE CODE**

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

**WELFARE AND INSTITUTIONS CODE**

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

**CODE OF REGULATIONS, TITLE 5**

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

**ATTORNEY GENERAL OPINIONS**

66 Ops.Cal.Atty.Gen. 245, 249 (1983)

**Management Resources:**

**CDE MANAGEMENT ADVISORIES**

0114.98 School Attendance and CalWORKS, Management Bulletin 98-01

**CDE PUBLICATIONS**

School Attendance Review Board Handbook, 1995

**CSBA ADVISORIES**

0520.97 Welfare Reform and Requirements for School Attendance

**WEB SITES**

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: May 17, 2000      Antelope, California



**CHRONIC ABSENCE AND TRUANCY****Definitions**

Note: Definitions of chronic absence and truancy are based on the number of excused and/or unexcused absences as provided below. See BP/AR 5113 - Absences and Excuses for information about the determination of an absence as excused or unexcused, including methods of verification of student absences.

SB 1357 (Ch. 704, Statutes of 2010) added Education Code 60901 to define "chronic absentee" as provided below for purposes of reporting student attendance within the California Longitudinal Pupil Achievement Data System (CALPADS). Legislative findings in SB 1357 clarify that chronic absence includes absence "for any reason" (i.e., excused and/or unexcused absences). The following definition reflects the definition used for CALPADS.

*Chronic absentee* means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

*Truant* means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

*Habitual truant* means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian. (Education Code 48262, 48264.5)

Note: SB 1317 (Ch. 647, Statutes of 2010) added Education Code 48263.6 to define a "chronic truant" as provided below.

*Chronic truant* means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-48263 and 48291. (Education Code 48263.6)

**Attendance Supervisor(s)**

Note: The following optional section may be revised to reflect district practice. Pursuant to Education Code 48240-48246, the district may appoint an attendance supervisor, join a consortium of districts to employ an attendance supervisor, or, with approval of the County Board of Education, contract with the County Superintendent of Schools to supervise the attendance of district students. The following section may be revised to specify which duties will be assumed by the attendance supervisor.

The Superintendent or designee shall appoint or contract with a supervisor of attendance and assistant supervisors as necessary to supervise the attendance of district students. Such



## **CHRONIC ABSENCE AND TRUANCY (continued)**

supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent. (Education Code 48240, 48243, 48244)

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.2 - Work Permits)*

### **Addressing Chronic Absence**

Note: The following optional section may be revised to reflect district practice. For further information about strategies to address chronic absence, see CSBA's policy brief Improving Student Achievement by Addressing Chronic Absence and the California Department of Education's (CDE) School Attendance Improvement Handbook. Also see AR 5113 - Absences and Excuses for language requiring students who are classified as chronically absent due to illness to provide written verification from a health care practitioner for further absences.

When a student is identified as a chronic absentee, the attendance supervisor shall communicate with the student and his/her parent/guardian to determine the reason(s) for the excessive absences, ensure the student and parent/guardian are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

*(cf. 6020 - Parent Involvement)*

The student may be referred to a student success team or school-site attendance review team to assist in evaluating the student's needs and identifying strategies and programs that may assist him/her.

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 5149 - At-Risk Students)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6164.5 - Student Success Teams)*

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

*(cf. 6175 - Migrant Education Program)*

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

*(cf. 6158 - Independent Study)*

*(cf. 6176 - Weekend/Saturday Classes)*



**CHRONIC ABSENCE AND TRUANCY (continued)**

*(cf. 6178.1 - Work Experience Education)*  
*(cf. 6179 - Supplemental Instruction)*  
*(cf. 6181 - Alternative Schools/Programs of Choice)*  
*(cf. 6183 - Home and Hospital Instruction)*  
*(cf. 6184 - Continuation Education)*

Whenever chronic absenteeism is linked to a nonschool condition, the attendance supervisor may recommend community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

*(cf. 1020 - Youth Services)*  
*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*  
*(cf. 5145.6 - School Health Services)*

**Addressing Truancy**

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may arrest or assume temporary custody, during school hours, of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

*(cf. 3515.3 - District Police/Security Department)*

The attendance supervisor shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant, as defined above, the following steps shall be implemented based on the number of trancies he/she has committed:

1. Initial truancy
  - a. A student who is initially classified as truant shall be reported to the attendance supervisor. (Education Code 48260)

<p>Note: When a student is classified as truant, Education Code 48260.5 requires notification of parents/guardians as described below. The CDE's <u>School Attendance Improvement Handbook</u> and web site provide sample letters. AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 48260.5 to provide that the notification should be made by the most cost-effective method possible, which may include email or a telephone call.</p>
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- b. The student's parent/guardian shall be notified by the most cost-effective



**CHRONIC ABSENCE AND TRUANCY (continued)**

method possible, which may include email or a telephone call, that: (Education Code 48260.5)

- (1) The student is truant.
- (2) The parent/guardian is obligated to compel the student to attend school. If the parent/guardian fails to meet this obligation, he/she may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
- (3) Alternative educational programs are available in the district.
- (4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
- (5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or attendance supervisor or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse.
- (6) The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.
- (7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

*(cf. 5145.6 - Parental Notifications)*

- c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
- d. The student may be given a written warning by a peace officer. A record of this warning may be kept at school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

*(cf. 5125 - Student Records)*

Note: The following optional item is for use by districts in which there is no county school attendance review board (SARB) and the county's district attorney or probation officer has elected to participate in a truancy mediation program pursuant to Education Code 48260.6.
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- e. The attendance supervisor may notify the district attorney and/or probation



**CHRONIC ABSENCE AND TRUANCY (continued)**

officer of the name of each student who has been classified as a truant and the name and address of the student's parents/guardians. (Education Code 48260.6)

**2. Second truancy**

- a. Any student who has once been reported as a truant shall again be reported to the attendance supervisor as a truant if he/she is absent from school without valid excuse one or more days or is tardy on one or more days. (Education Code 48261)
- b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
- c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)

Note: Education Code 48262 provides that a student cannot be classified as a habitual truant, (item #3 below), until the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian after the attendance supervisor has been notified of either the first or second truancy. AB 1610 (Ch. 724, Statutes of 2010) revised Education Code 48262 to define "conscientious effort," for purposes of this section, as attempting to communicate with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call.

- d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)

Note: The following optional item is for use by districts in which there is no county SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program. Pursuant to Education Code 48260.6, if the school district notifies the district attorney and/or probation officer that a student continues to be classified as a truant after proper notification to the parents/guardians as described in #1b above, the district attorney or probation officer may request a meeting with the student and parents/guardians to discuss the possible legal consequences of the student's truancy.

- e. The attendance supervisor may notify the district attorney and/or probation officer whether the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)



**CHRONIC ABSENCE AND TRUANCY (continued)****3. Third truancy (habitual truancy)**

Note: Education Code 48263 and 48264.5 authorize the district to refer habitual truants to a SARB, a county truancy mediation program, or a comparable program for services. The district should revise the following items to reflect the option(s) available in the district.

According to the CDE's School Attendance Improvement Handbook, prior to referring a truant student to a SARB or county truancy mediation program, some districts initiate an intermediate step, such as a school attendance review team or student success team. Districts that have established such an intermediate step may revise the following item accordingly.

- a. A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the district's attendance supervisor. (Education Code 48263, 48264.5)
- b. Upon making a referral to the SARB or the probation department, the attendance supervisor shall provide the student and parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)
- c. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below. (Education Code 48264.5)

Note: Pursuant to Education Code 48263, the SARB or probation officer may direct a student and/or the student's parents/guardians to make use of available community services and may require satisfactory evidence of participation. If the SARB or probation officer determines that available community resources cannot resolve the problem, or if the student and/or parents/guardians have failed to respond to the directives of the SARB or probation officer, the SARB may so notify the district attorney and/or probation officer, or the probation officer may notify the district attorney provided the district attorney or probation officer participates in a truancy mediation program. If the county has not established a SARB, the district may make this finding and notification.

The following paragraph is for use by districts in which the county has not established a SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program.

- d. If the attendance supervisor determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or student's parents/guardians have failed to respond to the



**CHRONIC ABSENCE AND TRUANCY (continued)**

directives of the district or to services provided, the attendance supervisor may so notify the district attorney and/or the probation officer. (Education Code 48263)

**4. Fourth truancy**

- a. Upon his/her fourth truancy within the same school year, the student shall be within the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

Note: Pursuant to Education Code 48264.5 and Welfare and Institutions Code 601, a student coming within the jurisdiction of the juvenile court may be adjudged a ward of the court and required to perform community service, pay a fine, attend a court-approved truancy prevention program, and/or lose driving privileges.

- b. If a student has been adjudged by the county juvenile court to be a habitual truant, the attendance supervisor shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

Note: Item #5 below is for use by districts that offer any of grades K-8. SB 1317 (Ch. 647, Statutes of 2010) added Penal Code 270.1 which states that a parent/guardian of a "chronic truant" who is at least age 6 years and is in any of grades K-8 is guilty of a misdemeanor punishable by a fine and/or imprisonment if he/she has failed to reasonably supervise and encourage the student's school attendance and has been offered language-accessible support services to address the student's truancy. Pursuant to Penal Code 270.1, a parent/guardian found guilty of a misdemeanor may participate in a program established by a superior court, if available, which includes periodic meetings with district representatives and service referrals.

**5. Absence for 10 percent of school days (chronic truancy)**

- a. The attendance supervisor shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.
- b. If a chronically truant student is at least age 6 years and is in any of grades K-8, the attendance supervisor shall notify the parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.



**CHRONIC ABSENCE AND TRUANCY (continued)****Records**

Note: The following optional paragraph may be revised to reflect district practice. The CDE's School Attendance Review Board Handbook cautions that it is important to keep accurate and complete records of any violations of compulsory school attendance laws because such records may ultimately be introduced as evidence in a trial for truancy.

The Superintendent or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. The Superintendent or designee also shall document all contacts with a student and his/her parent/guardian regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

Note: Education Code 48273 mandates that the district adopt rules and regulations for the purpose of gathering data and making a report to the County Superintendent of Schools regarding SARB referrals. The CDE's web site provides a model annual summary report form, which includes spaces for reporting data, by grade level and gender, on students referred to the SARB on the basis of behavior, irregular attendance, and habitual truancy.

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)



# **Administrative Regulation**

## **Truancy**

**AR 5113.1**

### **Students**

An attendance supervisor or designee, peace officer, or school administrator or designee may arrest or assume temporary custody, during school hours, of any minor student found away from his/her home who is absent from school without a valid excuse. Any person so arresting or assuming temporary custody shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264)

Upon receiving a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341, the Governing Board or district attendance supervisor shall make a full and impartial investigation of all charges. If it appears upon investigation that the parent/guardian has violated these laws, the Superintendent or designee shall refer such person to the school attendance review board. (Education Code 48290, 48291, 48292)

### **Strategies for Addressing Truancy**

The following steps shall be implemented based on the number of truanancies committed by the student:

1. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee. (Education Code 48260)

The parent/guardian of a student classified as a truant shall be notified of the following: (Education Code 48260.5)

- a. The student is truant.
- b. The parent/guardian is obligated to compel the student to attend school.
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
- d. Alternative educational programs are available in the district.

(cf. 6176 - Weekend/Saturday Classes)



(cf. 6181 - Alternative Schools)  
(cf. 6182 - Opportunity School/Class/Program)  
(cf. 6184 - Continuation Education)

e. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.

f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse.

g. The student may be subject to suspension, restriction or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.

h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

Upon his/her first truancy, a student may be given a written warning by a peace officer. A record of this warning may be kept at school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

(cf. 5125 - Student Records)

2. Any student who has once been reported as a truant shall again be reported to the Superintendent or designee as a truant if he/she is absent from school without valid excuse one or more days or is tardy on one or more days. (Education Code 48261)

Upon his/her second truancy within the same school year, a student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #4 below. (Education Code 48264.5)

(cf. 6176 - Weekend/Saturday Classes)

3. Upon a student's first or second truancy within the same school year, an appropriate district staff member shall make every effort to hold at least one conference with the student and parent/guardian and may discuss resources available for achieving regular school attendance, which may include but not be limited to:

a. Program changes

b. Referral of family to community agency



(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

c. Referral to school psychologist or student study team

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Study Teams)

d. Modified day

e. Independent study

(cf. 6158 - Independent Study)

f. Special school projects, special programs

g. School furlough

h. Work-experience education

(cf. 6178.1 - Work Experience Education)

i. Alternative education

j. Referral for health checkup, medical examination

4. Upon his/her third truancy within the same school year, a student shall be classified as a habitual truant. (Education Code 48262)

Students who are habitual truants, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the district's attendance supervisor. (Education Code 48263, 48264.5)

Upon making a referral to a school attendance review board or the probation department, the Superintendent or designee shall provide the student and parent/guardian, in writing, the name and address of the school attendance review board or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the school attendance review board or probation officer to consider a proper disposition of the referral. (Education Code 48263)

If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #5 below. (Education Code 48264.5)



5. Upon his/her fourth truancy within the same school year, the student shall be within the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

If a student has been judged by the county juvenile court to be a habitual truant, the Superintendent or designee shall inform the juvenile court and the student's probation or parole officer whenever that student is truant one or more days or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be so notified within 10 days of the violation. (Education Code 48267)

#### Reports

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number of referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court. (Education Code 48273)

Regulation CENTER UNIFIED SCHOOL DISTRICT  
approved: May 17, 2000 Antelope, California



**INTERDISTRICT ATTENDANCE**

Note: The Education Code authorizes several different methods under which a student can attend school in a district other than the district where he/she resides. Under an "interdistrict attendance permit," pursuant to Education Code 46600-46611, a student can attend a different district when both the district of residence and the district of proposed attendance agree (Option 1 below). Under the "school district of choice program," pursuant to Education Code 48300-48316, the Governing Board may declare the district to be a "district of choice" willing to accept a specific number of interdistrict transfers into the district (Option 2 below).

In addition, Education Code 48204 authorizes a student to be declared a "resident" to attend a school in the district where his/her parent/guardian is employed (Allen bill transfer); see AR 5111.12 - Residency Based on Parent/Guardian Employment. A student attending a "low-achieving" school on the state's Open Enrollment List may transfer to a school in any other district in the state pursuant to Education Code 48350-48361; see BP/AR 5118 - Open Enrollment Act Transfers.

The Governing Board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons.

*(cf. 0520.3 - Title I Program Improvement Districts)*  
*(cf. 5111.12 - Residency Based on Parent/Guardian Employment)*  
*(cf. 5116.1 - Intradistrict Open Enrollment)*  
*(cf. 5118 - Open Enrollment Act Transfers)*

**OPTION 1: Interdistrict Attendance Permits**

Note: The following section is for use by districts that accept transfers through interdistrict attendance permits pursuant to Education Code 46600-46611. Districts selecting this option should also select Option 1 and delete Option 2 in the accompanying administrative regulation.

Upon request by students' parents/guardians, the Superintendent or designee may approve interdistrict attendance permits with other districts on a case-by-case basis to meet individual student needs.

Note: Education Code 46600 provides that an interdistrict permit may not exceed a term of five years. As amended by AB 2444 (Ch. 263, Statutes of 2010), Education Code 46600 specifies new terms and conditions for the permit; see the accompanying administrative regulation.

The Superintendent or designee shall ensure that interdistrict permits specify the terms and conditions agreed to by both districts for the granting, denial, or revocation of the permit as well as the standards for reapplication.

Note: The following paragraph is optional.

The Superintendent or designee may deny the granting of an interdistrict attendance permit because of overcrowding within district schools or limited district resources.



**INTERDISTRICT ATTENDANCE (continued)****OPTION 2: School District of Choice Program**

~~Note: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48316. Districts selecting this option should also delete Option 1 and select Option 2 in the accompanying administrative regulation. Pursuant to Education Code 48315, the school district of choice program has been reauthorized until July 1, 2016 and any district may participate in the program.~~

~~Education Code 48301 authorizes the Board to accept transfers under the district of choice program and to annually determine the number of student transfers that will be accepted into the district. Pursuant to Education Code 48301, students must be selected for admittance using a random, unbiased process that prohibits an evaluation as to whether a student should be enrolled based on his/her academic or athletic performance. If the number of applicants exceeds the number of students the Board has elected to admit, Education Code 48301 provides that approval for student transfers shall be determined by a random drawing held in public at a regularly scheduled Board meeting.~~

~~Education Code 48301 requires a district of choice, at its expense, to ensure that the annual audit of district funds conducted pursuant to Education Code 41020 include a review of the district's compliance with the requirements in Education Code 48301 regarding a random, unbiased selection process and factually accurate communications to parents/guardians (see the accompanying administrative regulation for details of the communication). A summary of any audit exceptions found by the auditor must be included in the reports identified below. See AR 3460 Financial Reports and Accountability for requirements pertaining to the annual audit.~~

~~The Board has designated the district as a "school district of choice" and shall accept students who reside in other California districts but wish to attend a district school. Each year, the Superintendent or designee shall recommend to the Board the number of transfer students that the district will be able to accept and shall identify the schools, grade levels, and programs that will be able to accept these students.~~

~~Upon receiving the Superintendent's recommendation, the Board shall determine the number of students that will be accepted into the district through this program. This number shall be reflected in the minutes of the Board's meeting.~~

~~(cf. 9324—Minutes and Recordings)~~

~~The Superintendent or designee shall establish a selection process which ensures that students applying through the program are admitted to district schools through a random, unbiased process that prohibits evaluation of whether a student should be enrolled based upon his/her academic or athletic performance. If the number of student applications exceeds the number of transfers the Board has designated for acceptance under the program, the Superintendent or designee shall conduct a random drawing in public at a regularly scheduled Board meeting. (Education Code 48301)~~



**INTERDISTRICT ATTENDANCE (continued)**

~~Note: In order to maintain the integrity of the random selection process, it is recommended that, when a district accepts students under the school district of choice program, the district should not also grant transfers through the interdistrict permit process pursuant to Education Code 46600-46611, except when extraordinary circumstances exist. Districts that wish to use both sources of authority should consult legal counsel.~~

~~Because the district admits students in accordance with the school district of choice program, the Superintendent or designee may admit a student based on an individual interdistrict attendance permit pursuant to Education Code 48300-48316 only in situations of extreme need and upon the request of the district of residence.~~

~~The Superintendent or designee shall maintain a record of requests for admittance that contains all of the following: (Education Code 48313)~~

- ~~1. The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial~~
- ~~2. The number of students transferred out of and transferred into the district pursuant to this program~~
- ~~3. The race, ethnicity, gender, self-reported socio-economic status, and the district of residence for each student in item #2 above~~
- ~~4. The number of students in item #2 above who are classified as English learners or students with disabilities~~

~~The Superintendent or designee shall report to the Board, at a regularly scheduled meeting, the information specified in items #1-4 above. By May 15 of each year, the Superintendent or designee shall provide the same information, as well as information regarding the district's status as a school district of choice in the upcoming school year, to each geographically adjacent school district, the county office of education, the California Department of Education, and the Department of Finance. (Education Code 48313)~~

~~The reports to the Board and other agencies shall also include a summary of audit exceptions, if any, resulting from the compliance review of components of the district of choice program conducted as part of the annual district audit. (Education Code 48301, 48313)~~

**Transportation**

~~Note: The following optional section is for use by all districts and should be revised to reflect district practice. Districts are not required to provide transportation or transportation assistance to students admitted under an interdistrict attendance permit pursuant to Education Code 46600-46611 or through the school district of choice program pursuant to Education Code 48300-48316.~~



**INTERDISTRICT ATTENDANCE (continued)**

The district shall not provide transportation outside any school attendance area. However, upon request, the Superintendent or designee may authorize transportation for students living outside an attendance area to and from designated bus stops within the attendance area if space is available. Priority for such transportation shall be based on demonstrated financial need.

**Limits on Student Transfers out of the District to a School District of Choice**

Note: The following **optional** section is for use by all districts.

Pursuant to Education Code 48307, a district with an average daily attendance (ADA) of more than 50,000 may annually limit the number of students transferring out of the district to other districts that have designated themselves as school districts of choice to one percent of its current year estimated ADA. A district with less than 50,000 ADA may limit the number of students transferring out under the program to three percent of its current estimated ADA and may limit the maximum number of such transfers for the duration of the program to 10 percent of the ADA for that period. Because the statute is unclear as to the meaning of "duration of the program," districts with questions should consult legal counsel.

The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on the percentages of average daily attendance specified in Education Code 48307.

Note: Education Code 48307 authorizes a district of residence that has a negative status on the most recent budget certification made by the County Superintendent of Schools to limit the number of student transfers out of the district during that fiscal year to other districts that have designated themselves as a school district of choice. In addition, when a County Superintendent has determined that the district would not meet the state's standards and criteria for fiscal stability for the subsequent fiscal year exclusively as a result of the impact of student transfers under the district of choice program, Education Code 48307 allows the district of residence to limit the number of transfers out of the district. The limitation is based on the number of additional transfers that the County Superintendent has identified that would exclusively result in a qualified or negative fiscal certification. However, Education Code 48307 provides that these limitations do not apply to students who, prior to June 30, 2009, had already transferred out and were already attending a school district of choice.

In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

Note: Pursuant to Education Code 48301, the district may prohibit a transfer under the school district of choice program if the Board determines that the transfer would negatively impact a court-ordered desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. In



**INTERDISTRICT ATTENDANCE (continued)**

Crawford v. Huntington Beach Union High School District, a California appellate court held that a district's intradistrict open enrollment policy, which contained a racial and ethnic balance component as authorized by Education Code 35160.5, was unconstitutional. The court did not consider whether a policy based on a court-ordered or voluntary desegregation plan would be constitutional. According to the court, the constitutional provisions added by Proposition 209 in 1996 prohibit a district from adopting a policy containing different admission criteria on the basis of race.

Although the provisions in Education Code 48301 relative to racial and ethnic balance remain in law, because of the continuing legal uncertainty, the following paragraph does not reflect those provisions of Education Code 48301. Districts that choose to deny interdistrict transfers on that basis should consult legal counsel.

The following optional paragraph is for use by districts with either court-ordered or voluntary desegregation plans.

The district may deny a transfer of a student out of the district to a school district of choice if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301)

*Legal Reference: (see next page)*



## INTERDISTRICT ATTENDANCE (continued)

### *Legal Reference:*

#### EDUCATION CODE

41020 Annual district audits

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 Regional Occupational Center/Program, enrollment of students, interdistrict attendance

#### ATTORNEY GENERAL OPINIONS

87 Ops. Cal. Atty. Gen. 132 (2004)

84 Ops. Cal. Atty. Gen. 198 (2001)

#### COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

### *Management Resources:*

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>



# **Board Policy**

## **Interdistrict Attendance**

**BP 5117**

**Students**

The Governing Board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons.

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5116.1 - Intradistrict Open Enrollment)

### **Interdistrict Attendance Permits**

Upon request by students' parents/guardians, the Superintendent or designee may approve interdistrict attendance permits with other districts on a case-by-case basis to meet individual student needs.

The interdistrict attendance permit shall not exceed a term of five years and shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied. (Education Code 46600)

The Superintendent or designee may deny interdistrict attendance permits because of overcrowding within district schools or limited district resources.

### **Legal Reference:**

#### **EDUCATION CODE**

41020 Annual district audits

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48915 Expulsion; particular circumstances

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52317 Regional Occupational Center/Program, enrollment of students, interdistrict attendance

#### **ATTORNEY GENERAL OPINIONS**

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

#### **COURT DECISIONS**



**Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275**

**Management Resources:**

**WEB SITES**

**CSBA: <http://www.csba.org>**

**California Department of Education: <http://www.cde.ca.gov>**

**Policy CENTER UNIFIED SCHOOL DISTRICT**

**adopted: February 17, 2010 Antelope, California**



**INTERDISTRICT ATTENDANCE****OPTION 1: Interdistrict Attendance Permits**

Note: Option 1 below is for use by districts that accept transfers into the district through interdistrict attendance permits pursuant to Education Code 46600-46611. (See Option 1 in the accompanying Board policy.) Districts selecting this option should delete Option 2 below and Option 2 in the accompanying Board policy. In 87 Ops.Cal.Atty.Gen. 132 (2004), the Attorney General opined that districts could not charge students a fee for processing applications for interdistrict attendance.

The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons:

Note: Education Code 46601.5, which had encouraged districts to consider child care needs when evaluating a parent/guardian's request for an interdistrict transfer, sunsetted on June 30, 2007, and thus is no longer law. The provision of the law which specified that a district could not require students to reapply for such transfers as long as the child care needs continued to be met in that district also sunsetted. Districts have the option to authorize interdistrict permits based on child care needs under the general interdistrict transfer provisions, as specified below.

Optional items #1-11 below should be deleted and/or revised to reflect district practice.

1. To meet the child care needs of the student

Such students may be allowed to continue to attend district schools only as long as they continue to use a child care provider within district boundaries.

2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel

(cf. 6159 - Individualized Education Program)

3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
4. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year
5. To allow the student to remain with a class graduating that year from an elementary, junior, or senior high school
6. To allow a high school senior to attend the same school he/she attended as a junior, even if his/her family moved out of the district during the junior year
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district



**INTERDISTRICT ATTENDANCE (continued)**

8. When the student will be living out of the district for one year or less
9. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence

*(cf. 5113.1 - Chronic Absence and Truancy)*

10. When there is valid interest in a particular educational program not offered in the district of residence
11. To provide a change in school environment for reasons of personal and social adjustment

Note: Education Code 46600 specifies that the interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be granted, rejected, or revoked. As amended by AB 2444 (Ch. 263, Statutes of 2010), Education Code 46600 now requires that, once an interdistrict permit is granted and the student is enrolled in the new school, the district of enrollment (1) may not require the student to reapply; (2) must allow the student to continue to attend the school, unless the permit contains specific standards for reapplication; and (3) along with the district of residence, may not revoke the student's existing permit if he/she is entering grade 11 or 12. Therefore, it appears that, even if a permit has expired, the student may be allowed to continue attending the school to which he/she has transferred, unless the permit document itself contains specific language requiring reapplication.

Examples of conditions that may result in revocation include falsification of information stated on the permit application, unsatisfactory attendance, continual disruption, or poor academic achievement.

An interdistrict attendance permit shall not exceed a term of five years. Each permit shall stipulate the terms and conditions established by both districts under which interdistrict attendance shall be permitted, denied, or revoked, and any standards for reapplication. (Education Code 46600)

Once a student is enrolled in a school, he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the permit. Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

Note: In 84 Ops.Cal.Atty.Gen. 198 (2001), the Attorney General opined that a lack of school facilities is a justifiable reason for denial of the interdistrict attendance permit request, including a request based on the child care needs of the student. However, according to the Attorney General, once the student is admitted the district may not later deny the student continued attendance at a district school because of overcrowding. Although Attorney General opinions are not binding on the courts, they are generally afforded deference in the court when there is no specific statutory or case law to the contrary. The following paragraph is based on this Attorney General opinion.



**INTERDISTRICT ATTENDANCE (continued)**

The Superintendent or designee may deny initial requests for interdistrict attendance permits if school facilities are overcrowded at the relevant grade level or based on other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

Note: Education Code 46601 requires that, within 30 days of a request for an interdistrict permit, parties whose permit application was rejected must be informed about their right to appeal to the County Board of Education and about the appeal process involved. This notice shall be provided by the district denying the request, or, in the absence of an agreement between the districts, by the district of residence. Pursuant to Education Code 46603, the district may provisionally admit a student for two school months pending the outcome of the student's appeal of the denial of the request.

Within 30 days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

*(cf. 5145.6 - Parental Notifications)*

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

*(cf. 5119 - Students Expelled from Other Districts)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

**OPTION 2: School District of Choice Program**

~~Note: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48316. Districts selecting this option should delete Option 1 above and Option 1 in the accompanying Board policy. The program has been reauthorized by the Legislature until July 1, 2016 and any district may participate in the program.~~

~~Applications for interdistrict attendance shall be submitted to the district office by January 1 of the school year preceding the school year for which the student may be transferred. The application deadline may be waived upon agreement between the district and the student's district of residence. (Education Code 48308)~~

~~The application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application. (Education Code 48308)~~

*(cf. 6173.2 - Education of Children of Military Families)*



**INTERDISTRICT ATTENDANCE (continued)**

~~The Superintendent or designee shall ensure that any communication sent to parents/guardians is factually accurate and does not target particular neighborhoods or individual parents/guardians on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic. (Education Code 48301)~~

~~The district shall give priority for attendance to siblings of students already in attendance in the district. (Education Code 48306)~~

~~Note: The following optional paragraph is for use by districts that have chosen to give attendance priority to children of military personnel pursuant to Education Code 48306.~~

~~The district shall give priority for attendance to children of military personnel.~~

~~Note: Pursuant to Education Code 48305, if the district chooses to use existing entrance criteria for specialized schools or programs, then the criteria must be uniformly applied. The following optional paragraph is for use by districts that choose to use existing entrance criteria.~~

~~Any existing entrance criteria for specialized schools or programs shall be uniformly applied to all applicants. (Education Code 48305)~~

~~Note: The following two paragraphs are optional and should be revised to reflect district practice.~~

~~Not later than 90 days after the district receives an application for transfer, the Superintendent or designee shall notify the parent/guardian in writing whether the application has been provisionally accepted or rejected and of the student's position on any waiting list.~~

~~Whenever the number of applicants exceeds the number of interdistrict transfers that may be accepted as determined by the Governing Board, students accepted for transfer shall be selected by a random drawing of the provisionally accepted applications.~~

~~Final acceptance or rejection of applications shall be made by May 15 preceding the school year for which the student may be transferred. (Education Code 48308)~~

~~However, if an application is submitted for a student who is residing with a parent/guardian enlisted in the military and that parent/guardian was relocated by the military 90 days prior to the submission of the application, then the district shall make a final decision to accept or reject the application within 90 days of its receipt. If the student's application has been submitted less than 90 days prior to the beginning of the school year, then the district shall accept or deny the application before the school year begins. Upon his/her acceptance, the student may immediately enroll in a district school. (Education Code 48308)~~



## INTERDISTRICT ATTENDANCE (continued)

Note: The following paragraph is optional.

~~The Superintendent or designee shall notify the student's district of residence of the district's decision.~~

~~Students admitted through the school district of choice program are deemed to have fulfilled district residency requirements pursuant to Education Code 48204. (Education Code 48301)~~

~~(cf. 5111.1—District Residency)~~

~~(cf. 5116.1—Intradistrict Open Enrollment)~~

~~Final acceptance of the transfer is applicable for one school year and shall be renewed automatically each year unless the Board, by adoption of a resolution, withdraws from participation in the program and no longer accepts transfer students from other districts. (Education Code 48308)~~

Note: The following paragraph is for use by districts maintaining high schools.

~~Even if the district withdraws from participation in the program, admitted high school students may continue attending school in the district until they graduate from high school. (Education Code 48308)~~

~~The district may accept any completed coursework, attendance, and other academic progress credited to an accepted student by any district(s) he/she has previously attended and may grant academic standing to the student based upon the district's evaluation of the student's academic progress. (Education Code 48309)~~

~~(cf. 6146.3—Reciprocity of Academic Credit)~~

~~The district may revoke a student's enrollment if he/she is recommended for expulsion pursuant to Education Code 48918. (Education Code 48309)~~

~~(cf. 5144.1—Suspension and Expulsion/Due Process)~~

Note: Pursuant to Education Code 48301, the district may prohibit a transfer under the school district of choice program if the Governing Board determines that the transfer would negatively impact a court ordered desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. In Crawford v. Huntington Beach Union High School District, a California appellate court held that a district's intradistrict open enrollment policy, which contained a racial and ethnic balance component as authorized by Education Code 35160.5, was unconstitutional. The court did not consider whether a policy based on a court ordered or voluntary desegregation plan would be constitutional. According to the court, the constitutional provisions added by Proposition 209 in 1996 prohibit a district from adopting a policy containing different admission criteria on the basis of race.



**INTERDISTRICT ATTENDANCE (continued)**

~~Although the provisions in Education Code 48301 relative to racial and ethnic balance remain in law, because of the legal uncertainty surrounding this issue, the following paragraph does not reflect those provisions of Education Code 48301. Districts that choose to deny interdistrict transfers on that basis should consult legal counsel.~~

~~The district may deny a transfer into the district under the school district of choice program if:~~

- ~~1. The Board determines that the transfer into or out of the district would negatively impact a court ordered or voluntary desegregation plan of the district. (Education Code 48301)~~

~~Note: Education Code 48303 provides that a district may not deny a transfer because the additional cost of educating the student would exceed the amount of additional state aid to be received. This section is intended to ensure that special education students, English learners, and other special needs students are able to participate in the program. However, pursuant to Education Code 48303, a transfer may be rejected if it would require the district to create a new program to serve the student, as specified below.~~

- ~~2. The transfer into the district would require the district to create a new program to serve that student, except that the district shall not reject the transfer of a student with disabilities or an English learner. (Education Code 48303)~~



# **Administrative Regulation**

## **Interdistrict Attendance**

**AR 5117**

**Students**

### **Interdistrict Attendance Permits**

The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons:

1. To meet the child care needs of the student

Such students may be allowed to continue to attend district schools only as long as they continue to use a child care provider within district boundaries.

2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel

(cf. 6159 - Individualized Education Program)

3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance

4. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year

5. To allow the student to remain with a class graduating that year from an elementary, junior, or senior high school

6. To allow a high school senior attend the same school he/she attended as a junior, even if his/her family moved out of the district during the junior year

7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district

8. When the student will be living out of the district for one year or less

9. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence



(cf. 5113.1 - Truancy)

10. When there is valid interest in a particular educational program not offered in the district of residence

11. To provide a change in school environment for reasons of personal and social adjustment

Every interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be revoked. (Education Code 46600)

The Superintendent or designee may deny initial requests for interdistrict attendance permits if school facilities are overcrowded at the relevant grade level or based on other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

Within 30 days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

(cf. 5145.6 - Parental Notifications)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Regulation CENTER UNIFIED SCHOOL DISTRICT  
approved: February 17, 2010 Antelope, California



**OPEN ENROLLMENT ACT TRANSFERS**

Note: As added by SBX5 4 (Ch. 3, Fifth Extraordinary Session, Statutes of 2010), Education Code 48350-48361 create the Open Enrollment Act which allows a student attending a "low-achieving school" to transfer to another school that has a higher Academic Performance Index (API) than the school in which the student was enrolled. Each year, the Superintendent of Public Instruction will identify 1,000 open enrollment schools ranked by increasing API scores. The list will not include court, community, community day, or charter schools and a district may not have more than 10 percent of its schools on the list.

The following optional policy and accompanying administrative regulation are for use by all districts since even districts without a school on the Open Enrollment List may receive applications from students attending a school on the list in a neighboring district.

The Governing Board desires to offer enrollment options in order to provide children with opportunities for academic achievement that meet their diverse needs. Such options shall also be provided to children who reside within another district's boundaries in accordance with law, Board policy, and administrative regulation.

Whenever a student is attending a district school on the Open Enrollment List as identified by the Superintendent of Public Instruction, he/she may transfer to another school within or outside of the district, as long as the school to which he/she is transferring has a higher Academic Performance Index. (Education Code 48354, 48356)

Note: It is unclear whether the Open Enrollment Act grants students who are attending an open enrollment school the right to transfer to another school within the district as well as outside of the district. In order to avoid conflict with the statute authorizing intradistrict open enrollment, the following policy and administrative regulation require students who wish to transfer to another district school to use the district's policy and procedures created pursuant to Education Code 35160.5; see BP/AR 5116.1 - Intradistrict Open Enrollment. The following optional sentence should be modified to reflect district practice.

A parent/guardian whose child is attending a district school on the Open Enrollment List and who wishes to have his/her child attend another school within the district shall apply for enrollment using BP/AR 5116.1 - Intradistrict Open Enrollment.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

Note: Education Code 48354 and 48356 require districts to establish a period of time for resident student enrollment and for accepting transfer applications. In establishing timelines for transfer applications under the Open Enrollment Act, the district should consider how these timelines will align with timelines for other student enrollment options. Education Code 48354 requires the district to give priority for enrollment to students residing in the district; thus, districts must first admit those students, as well as students applying for intradistrict transfers, before admitting students from an open enrollment school outside of the district. See BP/AR 5111 - Admission, AR 5111.1 - District Residency, and BP/AR 5116.1 - Intradistrict Open Enrollment. In order to accurately predict the number of slots that may be available, the timelines for accepting transfer applications under the Open Enrollment Act should also be consistent with the district's timelines for interdistrict attendance permits and transfers based on parent/guardian employment (Allen Bill transfers). See also AR 5111.12 - Residency Based on Parent/Guardian Employment and BP/AR 5117 -



**OPEN ENROLLMENT ACT TRANSFERS (continued)**

**Interdistrict Attendance.** Title I schools in Year I of program improvement (PI) or beyond must also offer students the option to transfer to another district school that is not in PI; see BP/AR/E 0520.2 - Title I Program Improvement Schools.

However, the timelines specified in Education Code 48354 and 48357 for Open Enrollment Act transfers may conflict with the deadlines for these other attendance options. Education Code 48354 specifies that these transfer applications must be submitted by January 1 of the preceding school year. Education Code 48357 requires the district to notify parents/guardians within 60 days whether their application for a transfer from an open enrollment school has been accepted or rejected. Therefore, if a parent/guardian submits a transfer application on October 1, the district would need to provide notification of the application's status by December 1, even though the enrollment period for residents might still be open and the district would not yet know how many slots would be available for transfers at a specific school.

One way for a district to comply with these inconsistent statutory provisions is for the Governing Board to waive the January 1 deadline for receipt of all transfer applications, as authorized by Education Code 48354, and create an application window for submission of applications. Such an application window will result in the 60-day deadline for notification of an application's status to fall after the district's deadline by which residents need to enroll their children, allowing residents to receive enrollment priority as required by law.

Districts should specify the transfer application window, if any, in the blank provided in the following paragraph. Because Education Code 48361 specifies that a discretionary decision by the Board regarding the district's administration of the program may only be overturned if the Board acted in an arbitrary and capricious manner, these timelines should be rationally related to the timelines for other intradistrict and interdistrict transfers.

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, the Board hereby waives the January 1 deadline in Education Code 48354 for all applications for transfer from nonresident parents/guardians of children attending a school on the Open Enrollment List in another district. Transfer applications shall be submitted between \_\_\_\_\_ (*insert application window dates*) \_\_\_\_\_ of the preceding school year for which the transfer is requested.

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

**Note:** Education Code 48355 authorizes the district of residence or the district of enrollment to limit the number of students transferring out of or into the district if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan or the racial and ethnic balance of the district. However, in Crawford v. Huntington Beach Union High School District, an appellate court held that a district's intradistrict enrollment policy which contained a racial and ethnic balance component pursuant to Education Code 35160.5 was unconstitutional. According to the court, the constitutional provisions added by Proposition 209 prohibit a district from adopting a policy containing different admission criteria on the basis of race. Because of the legal uncertainty surrounding this issue, the following paragraph does not reflect the provisions of Education Code 48355 relative to racial and ethnic balance. Districts should consult legal counsel as necessary. The following optional paragraph is for use by districts with a court-ordered or voluntary desegregation plan.



**OPEN ENROLLMENT ACT TRANSFERS (continued)**

The Board may deny a transfer out of or into the district upon a determination by the Board that the transfer would negatively impact a court-ordered or voluntary desegregation plan in accordance with Education Code 48355.

**Standards for Rejection of Transfer Applications**

Note: Education Code 48356 authorizes the district of enrollment to adopt specific written standards for rejection of a transfer application which may include a consideration of the capacity of a program, class, grade level, or school building or any adverse financial impact that may result from the transfer. The law is unclear whether a district may also consider students' discipline history when evaluating transfer applications. Districts that wish to consider disciplinary history should consult legal counsel.

Because Education Code 48361 specifies that a discretionary decision by the Board regarding the district's administration of the program may only be overturned if a court finds that the Board acted in an arbitrary and capricious manner, it is recommended that the standards be included in a Board-adopted policy and be supported by data specific to the district's capacity and financial situation as well as any specific findings by the Superintendent or designee. Items #1-2 below are examples only. The district should be careful to modify the following section to delete any standards that are not applicable and modify or add any specific district standards, as appropriate. Legal counsel should also be consulted.

Pursuant to Education Code 48356, the Board has adopted the following standards for acceptance and rejection of transfer applications submitted by a parent/guardian of a student attending a school in another district on the Open Enrollment List. The Superintendent or designee shall apply these standards in accordance with Board policy and administrative regulation and shall ensure that the standards are applied uniformly and consistently.

As applicable, the Superintendent or designee may deny a transfer application under any of the following circumstances:

1. Upon a determination that approval of the transfer application would negatively impact the capacity of a program, class, grade level, or school building, including:
  - a. The class or grade level exceeding the district's limits pursuant to the state Class Size Reduction Program or the Morgan/Hart Class Size Reduction Program for Grades 9-12
  - b. The site, classroom, or program exceeding the maximum student-teacher ratio specified in the district's collective bargaining agreement
  - c. The site or classroom exceeding the physical capacity of the facility pursuant to the district's facilities master plan or other facility planning document
  - d. The class or grade level exceeding capacity pursuant items #a-#c above in subsequent years as the student advances to other grade levels at the school



**OPEN ENROLLMENT ACT TRANSFERS (continued)**

*(cf. 6151 - Class Size)*

*(cf. 7110 - Facilities Master Plan)*

2. Upon a determination that approval of the transfer application would have an adverse financial impact on the district, including:
  - a. The hiring of additional certificated or classified staff
  - b. The operation of additional classrooms or instructional facilities
  - c. Expenses incurred by the district that would not be covered by the apportionment of funds received from the state resulting in a reduction of the resources available to resident students

**Appeal Process for Denials of Transfer Applications**

Note: Education Code 48361 specifies that a discretionary decision by the Board regarding the district's administration of the program may be overturned if a court finds that the Board acted in an arbitrary and capricious manner. In order to help ensure that any rejection of a transfer application was not arbitrary, it is recommended that the district adopt a process that allows parents/guardians to appeal the Superintendent's or designee's denial to the Board.

The following section is optional and should be modified to reflect district practice.

A parent/guardian may appeal the district's denial of a transfer application to the Board by filing a written request of appeal with the Superintendent or designee within 10 days of the receipt of the written notification of denial. In addition, a parent/guardian who believes he/she has been subject to discrimination may file an appeal using the district's Uniform Complaint Procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

The Board shall schedule an appeal hearing as soon as practicable at a regular or special meeting of the Board. At the hearing, the parent/guardian shall have the right to present oral or written evidence, rebut district evidence, and question any district witnesses. Unless the parent/guardian requests that the hearing be held in open session, the hearing shall be held in closed session in order to protect the privacy of students in accordance with law.

*(cf. 9321 - Closed Session Purposes and Agendas)*

The Board shall make its decision by the next regularly scheduled meeting and shall send its decision to all concerned parties. The Board's decision shall be final.



## **OPEN ENROLLMENT ACT TRANSFERS (continued)**

### **Program Evaluation**

Note: Education Code 48359 encourages each district to collect data regarding the number of requests granted, denied, or withdrawn; the number of students who transfer out of and into the district; the race, ethnicity, gender, socioeconomic status, and district to and from which students are transferring; and the number of students classified as English language learners or identified as individuals with disabilities transferring out of and into the district.

The following optional paragraph is consistent with Education Code 48359 and requires the Superintendent or designee to collect data regarding enrollment patterns to determine the space available at specific schools.

The Superintendent or designee shall collect data regarding the number of students who transfer out of the district pursuant to the Open Enrollment Act. He/she also shall collect data regarding the number of students who apply to transfer into the district, the number of requests granted, denied, or withdrawn, and the district schools and programs receiving applications.

When the Superintendent or designee anticipates that a particular school will receive a large number of transfer applications, he/she shall study the enrollment pattern at that school in order to anticipate future resident enrollment at the school and at the district schools into which those students would normally matriculate.

The Superintendent or designee shall regularly report to the Board regarding the implementation of this program.

*Legal Reference: (see next page)*



**OPEN ENROLLMENT ACT TRANSFERS (continued)***Legal Reference:***EDUCATION CODE***200 Prohibition of discrimination**35160.5 District policies, rules, and regulations**46600-46611 Interdistrict attendance agreements**48200 Compulsory attendance**48204 Residency requirements for school attendance**48300-48316 Student attendance alternatives, school district of choice program**48350-48361 Open Enrollment Act**48915 Expulsion; particular circumstances**48915.1 Expelled individuals: enrollment in another district**52317 Regional Occupational Center/Program, enrollment of students, interdistrict attendance***FAMILY CODE***6500-6552 Caregivers***UNITED STATES CODE, TITLE 20***6316 Transfers from program improvement schools***CODE OF REGULATIONS, TITLE 5***4700-4703 Open Enrollment Act***CODE OF FEDERAL REGULATIONS, TITLE 34***200.36 Dissemination of information**200.37 Notice of program improvement status, option to transfer**200.39 Program improvement, transfer option**200.42 Corrective action, transfer option**200.43 Restructuring, transfer option**200.44 Public school choice, program improvement schools***ATTORNEY GENERAL OPINIONS***87 Ops. Cal. Atty. Gen. 132 (2004)**84 Ops. Cal. Atty. Gen. 198 (2001)***COURT DECISIONS***Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275**Management Resources:***WEB SITES***CSBA: <http://www.csba.org>**California Department of Education: <http://www.cde.ca.gov>*



# **Board Policy**

## **Transfers; Withdrawals**

**BP 5118**

**Students**

### **Transfers into the District**

Students who apply for admission to district schools will be placed at the grade level they have reached elsewhere pending observation and evaluation by teachers, guidance personnel and the principal or designee.

Within 30 days of the student's enrollment, staff shall complete its observation and evaluation and the principal or designee shall determine the student's appropriate grade placement.

(cf. 5111 - Admission)

(cf. 5141.31 - Immunizations)

(cf. 6146.3 - Reciprocity on Standards of Proficiency/Graduation Requirements)

### **Transfers out of the District**

When a student transfers out of the district, a brief statement will be attached to his/her permanent record showing which basic proficiencies, if any, have been assessed and satisfactorily met according to the standards of this district. This statement will be appended to any permanent record sent to another school in or outside California.

Students who transfer out of the district during their senior year may receive a diploma from this district, provided they have met all district graduation requirements.

Students transferring or withdrawing from school must settle any unpaid fines and return all school books and materials on or before their last day of attendance. Transcripts and grades may be withheld from students who damage or fail to return school property.

(cf. 5125 - Student Records; Confidentiality)

(cf. 5131.5 - Vandalism)

(cf. 6161.2 - Overdue, Damaged or Lost Instructional Materials)

### **Legal Reference:**

#### **EDUCATION CODE**

48011 Admission from kindergarten or other school

48904 Withholding grades, diplomas or transcripts



**Policy CENTER UNIFIED SCHOOL DISTRICT**  
**adopted: November 19, 2003 Antelope, California**



**OPEN ENROLLMENT ACT TRANSFERS**

Note: As added by SBX5 4 (Ch. 3, Fifth Extraordinary Session, Statutes of 2010), Education Code 48350-48361 created the Open Enrollment Act which allows a student attending a "low-achieving school" to transfer to another school that has a higher Academic Performance Index (API). Each year, the Superintendent of Public Instruction will identify 1,000 open enrollment schools ranked by increasing API scores. The list will not include court, community, community day, or charter schools and a district may not have more than 10 percent of its schools on the list.

The following administrative regulation reflects proposed Title 5 regulations adopted by the State Board of Education at its September 2010 meeting. At the time of this writing, these proposed regulations have not yet been approved by the Office of Administrative Law and are not yet effective; thus, further revisions to this regulation may be necessary in the future.

The following **optional** administrative regulation is for use by all districts.

**Definitions**

*District of enrollment* means the district, other than the district in which the student's parent/guardian resides, in which the parent/guardian intends to enroll his/her child. (Education Code 48352)

*District of residence* means the district in which the parent/guardian of a student resides and in which the student would otherwise be required to enroll pursuant to Education Code 48200. (Education Code 48352)

(cf. 5111.1 - District Residency)

*Open enrollment school* means a "low-achieving" school identified by the Superintendent of Public Instruction (SPI) pursuant to Education Code 48352 and 5 CCR 4701. (Education Code 48352; 5 CCR 4701)

**Transfer Applications into a District School**

Note: Education Code 48354 requires a district to give priority for enrollment to students residing in the district; see the accompanying Board policy.

Enrollment priority shall be available to students who reside within this district. No student who resides within a school's attendance area or who is currently enrolled in a school shall be displaced by a student who is transferring pursuant Education Code 48350-48361 or 5 CCR 4700-4703. (Education Code 48354, 48356)

Applications shall be submitted within the deadlines established by Board policy.

However, the application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was



**OPEN ENROLLMENT ACT TRANSFERS (continued)**

relocated by the military within 90 days prior to submitting the application. (Education Code 48354)

*(cf. 6173.2 - Education of Children of Military Families)*

The parent/guardian's application may request enrollment of his/her child in a specific school or program. Requests for admission to a magnet school or program designed to serve gifted and talented students shall be subject to the usual admission requirements established by the district for district students. Except for such specialized admission requirements, the Superintendent or designee shall not consider the student's previous academic achievement, athletic performance, physical condition, English language proficiency, family income, or any of the prohibited bases for discrimination listed in Education Code 200. (Education Code 48354, 48356)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 6172 - Gifted and Talented Student Program)*

Students applying for open enrollment transfers shall be assigned priority for approval as follows: (Education Code 48356)

1. First priority for the siblings of students who already attend the desired school
2. Second priority for students transferring from a program improvement school ranked in decile 1 on the Academic Performance Index (API)

If the number of students who request a particular school exceeds the number of spaces available at that school, the Superintendent or designee shall conduct a lottery, in the group priority order identified in items #1 and #2 above, to select students at random until all of the available spaces are filled. (Education Code 48356)

Within 60 days of receiving the application, the Superintendent or designee shall provide written notification to the parent/guardian and the student's district of residence as to whether the application has been accepted or rejected. If the application has been rejected, the notice shall state the reasons for the rejection. If the application has been approved, the notification shall specify the particular school site and the school's address to which the student has been admitted. (Education Code 48357; 5 CCR 4702)

**Terms of Approval**

Note: Education Code 48356 requires that the district of enrollment ensure that the school to which the student is transferring has a higher API than the school in which the student was previously enrolled. Although the law does not specifically prohibit placing a transfer student in a program improvement (PI) school, since the goal of the legislation is to allow students to attend a higher performing school, students should first be placed in a school that is not in PI, unless the parent/guardian specifically requests that school and as long as the PI school has a higher API than the school in which the student was previously enrolled.



**OPEN ENROLLMENT ACT TRANSFERS (continued)**

The Superintendent or designee shall ensure that the school to which the student is transferring has a higher API than the school in which the student was previously enrolled. (Education Code 48356)

The parent/guardian shall enroll his/her child on or before the first day of instruction or within 14 calendar days of receipt of the district's notice of approval of the application, whichever is later. If the parent/guardian fails to enroll his/her child within this timeframe, the district may decline to enroll the student. (5 CCR 4703)

Upon enrollment, the district shall grant the student any credits towards graduation that he/she received from his/her district of residence. The student shall be eligible for graduation from district schools upon completion of state and district graduation requirements. (Education Code 48358)

*(cf. 6143 - Courses of Study)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

*(cf. 6162.52 - High School Exit Examination)*

Note: 5 CCR 4702 specifies that once admitted to a school, the student shall not be required to reapply for enrollment to that school, regardless of whether his/her school of residence remains on the Open Enrollment List.

A student admitted to a district school through this process shall be deemed to have fulfilled district residency requirements pursuant to Education Code 48204 and shall not be required to reapply for enrollment in that school, regardless of whether his/her school of residence remains on the Open Enrollment List. (Education Code 48356; 5 CCR 4702)

Note: 5 CCR 4702 specifies that the district of enrollment may allow the student to matriculate to a middle or high school in the district without having to reapply, regardless of whether the middle or high school in the student's district of residence is on the Open Enrollment List. Thus, unified districts, districts with elementary and middle schools, and districts with middle and high schools should be careful to ensure that the terms of approval and notification to parents/guardians clearly specify whether the approval of the transfer application extends to other school(s) in the district to which the student would matriculate or whether the student must reapply if he/she wishes to enroll in those schools upon completion of the course of study at the school to which he/she was originally admitted. **The following optional paragraph requires the student to reapply and should be modified to reflect district practice.**

Once admitted, a transfer student who wishes to matriculate into a district middle or high school or transfer to another district school shall reapply for admission to the new school pursuant to the requirements of Board policy and administrative regulation.

Parents/guardians are responsible for transporting their children to school.



**OPEN ENROLLMENT ACT TRANSFERS (continued)****Transfers out of District Schools on the Open Enrollment List**

**Note:** The following optional section is for use by districts with schools on the Open Enrollment List pursuant to Education Code 48352. Districts without schools on the list may delete this section.

Education Code 48354 requires the district of residence to notify parents/guardians of students attending a school on the Open Enrollment List of their option to transfer to another school within the district or to a school in another district. Pursuant to 5 CCR 4702, this notice must be provided on the first day of instruction or, if the California Department of Education has not posted the list by the first day of instruction, within 14 calendar days after the posting of the list. It is anticipated that the Open Enrollment List will be posted in September of each year. See the accompanying Exhibit for a sample notification.

20 USC 6316 requires Title I schools in Year 1 of PI or beyond to notify parents/guardians of the opportunity to transfer their child to another public school or charter school within the district. Schools on the Open Enrollment List and in Year 1 of PI or beyond may combine the notice required by both of these programs. However, districts wishing to combine the notices should be careful to ensure that the notice clearly outlines the different legal requirement for the programs. For example, while the district is required to provide transportation to students transferring from a PI school, it is not required to do so for students transferring under the Open Enrollment Act. See AR/E 0520.2 - Title I Program Improvement Schools.

Upon identification by the California Department of Education (CDE) that a district school is on the Open Enrollment List, the Superintendent or designee shall notify the parents/guardians of each student enrolled in the school of the option to transfer. This notice shall be provided by the first day of instruction. However, if the CDE has not notified the district whether a school is on the list by the first day of instruction, the notification shall be provided no later than 14 calendar days after the Open Enrollment List is posted on the CDE's web site. (Education Code 48354; 5 CCR 4702)

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 5145.6 - Parental Notifications)*



**OPEN ENROLLMENT ACT TRANSFERS**

Note: As added by SBX5 4 (Ch. 3, Fifth Extraordinary Session, Statutes of 2010), Education Code 48350-48361 created the Open Enrollment Act which allows a student attending a "low-achieving school," as identified by the Superintendent of Public Instruction, to transfer to another school that has a higher Academic Performance Index (API) than the school in which the student was enrolled. Education Code 48354 requires the district of residence to notify parents/guardians of students attending a school on the Open Enrollment List of their option to transfer to another school within the district or to a school in another district. Pursuant to 5 CCR 4702, this notice must be provided on the first day of instruction or, if the California Department of Education has not posted the Open Enrollment List by the first day of instruction, within 14 calendar days of the posting of the list. It is anticipated that the Open Enrollment List will be posted in September of each year.

The following exhibit provides a sample parental notification when a school has been placed on the Open Enrollment List. This letter should be modified to reflect district practice.

**PARENTAL NOTIFICATION:  
OPTION TO TRANSFER**

[Date]

To the parents/guardians of students at \_\_\_\_\_ School:

The purpose of this letter is to inform you that our school has been identified by the California Department of Education (CDE) as an Open Enrollment school for the \_\_\_\_\_ school year.

**Why is our school on the Open Enrollment List?**

The Open Enrollment Act, which became law in the spring of 2010, requires the CDE to annually create a list of 1,000 schools ranked by their Academic Performance Index (API). A school's API is a number that ranges from 200 to 1,000 and is calculated using the results for each school's students on statewide tests. The state has set 800 as the API target for all schools to meet. Schools that fall short of 800 are required to meet annual growth targets until that goal is achieved. Annual API growth targets will vary for each school.

For more information about how the Open Enrollment List is created, please visit the CDE's web site: <http://www.cde.ca.gov/sp/eo/op>.

**What right does a parent have to request a transfer?**

All parents/guardians of students attending a school on the Open Enrollment List have the option to request a transfer of their child to another school in this district or in another California district. The school to which your child transfers must have a higher API than the school your child is leaving. Our school's API is \_\_\_\_\_.



**OPEN ENROLLMENT ACT TRANSFERS (continued)**

The following district schools are available to accept transfers: *[List schools with space available and higher API scores.]*

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If you would like to transfer your child to one of the schools listed above, please contact that school for information about applying for intradistrict open enrollment. Information about the performance and academic achievement of each available school is enclosed.

If you would like to transfer your child to a school in another district, you must contact that school district for information regarding their application procedures and timelines. To find a school with a higher API, go to the CDE's website: <http://api.cde.ca.gov/reports>.

Parents/guardians are responsible for providing transportation to and from the new school.

We will keep you updated and informed about opportunities to discuss plans for our school. If you have questions, need additional information on how you can get involved in our school improvement efforts, or would like to discuss the school's instructional program, please feel free to call me and/or visit the school.

Sincerely,

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*[Name of Principal]*



**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

**Note:** The following optional policy and administrative regulation apply to the administration of medication to students pursuant to Education Code 49414.5, 49423, and 49423.1 and the permissive guidelines established in 5 CCR 600-611. Pursuant to Education Code 49423, as amended by SB 1069 (Ch. 512, Statutes of 2010), a student may now be assisted by a school nurse or other designated school personnel to take, during the school day, not only medication prescribed for him/her by a physician, but also medication ordered for him/her by a physician assistant as defined in Business and Professions Code 3501.

This policy and regulation do not address situations in which a district might be engaged in a collaborative arrangement with another entity for the provision of school health services to students; see BP/AR 5141.6 - School Health Services. For students identified as qualified for services under the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), necessary medication must be administered in accordance with the student's individualized education program (IEP) or Section 504 services plan. See also BP/AR 5141.24 - Specialized Health Care Services, BP/AR 6159 - Individualized Education Program, and BP/AR 6164.6 - Identification and Education Under Section 504.

In August 2007, the California Department of Education (CDE) issued a nonbinding legal advisory as required by the settlement agreement of a lawsuit concerning rights of students with diabetes to receive insulin. According to the CDE's legal advisory, when a district does not have licensed individuals available (e.g., school nurses and contracted registered nurses), it may authorize trained, unlicensed school employees to administer medications, including insulin injections, to students. This section of the advisory, as it affects the administration of insulin injections to students with diabetes, has been the subject of ongoing litigation. Recently, the decision of the California Court of Appeal in American Nurses Association v. O'Connell which invalidated that section of the legal advisory has been further appealed to the California Supreme Court. Thus, the Court of Appeal's decision is stayed (e.g., not in effect) pending the decision by the California Supreme Court, which will likely be issued in the spring or summer of 2011. In view of the ongoing litigation over this issue, it is strongly recommended that districts that wish to authorize the use of trained, unlicensed school employees to administer insulin should consult with legal counsel prior to doing so.

The Governing Board recognizes that during the school day, some students may need to take medication prescribed or ordered by an authorized health care provider, to be functional at school and participate in the educational program. The Superintendent or designee shall develop processes for the administration of medication to these students. For any student with a disability, as defined under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, necessary medication shall be administered in accordance with the student's individualized education program or Section 504 services plan.

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

**Note:** 5 CCR 604 authorizes a parent/guardian to designate an individual to administer the medication, as specified below. See the accompanying administrative regulation. The CDE's legal advisory clarifies that a district may not require a parent/guardian or other relative to come onto school grounds to administer insulin and must provide the services needed by the child during the course of the regular school day. The CDE also states that a district may not require a parent/guardian to waive any rights or agree to any particular placement or related service as a condition of administering medication or assisting a student in the administration of medication.



## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

If a parent/guardian chooses, he/she may administer the medication to his/her child at school or designate another individual who is not a school employee to do so on his/her behalf.

*(cf. 1250 - Visitors/Outsiders)*

*(cf. 6116 - Classroom Interruptions)*

Note: Education Code 49414.5, 49423, and 49423.1 authorize students to carry and self-administer medication needed for diabetes, auto-injectable epinephrine for use by students suffering an anaphylactic reaction, and asthma medication. In order for students to self-administer any such medication, the district must receive appropriate written statements, as specified in the accompanying administrative regulation. Districts may choose to allow students to carry and self-administer other types of medication beyond those authorized by the Education Code.

In addition, upon written request by the parent/guardian and with the approval of the student's authorized health care provider, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids.

*(cf. 5141 - Health Care and Emergencies)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

### Administration of Medication by School Personnel

Note: Education Code 49414.5 authorizes a district without a credentialed school nurse or other licensed nurse at a school to provide voluntary emergency medical training to unlicensed school personnel so that they may provide assistance to students with diabetes suffering from severe hypoglycemia. In May 2006, the American Diabetes Association issued standards for the training and supervision of school personnel in providing emergency assistance and administering glucagon to a student with diabetes suffering from hypoglycemia. These standards can be found on the American Diabetes Association's web site.

Education Code 49414 authorizes districts to voluntarily determine whether to make emergency epinephrine auto-injectors and trained, unlicensed personnel available at schools to persons suffering from severe allergic reactions. Districts that choose to train personnel in the use of those injectors should refer to the CDE's model standards of training which are available on the CDE's web site.

Adequate training and supervision are critical in order to help ensure that students are safe and liability risks are minimized. **Because the law is unclear regarding training standards and district liability, it is strongly recommended that districts consult with legal counsel, appropriate medical personnel, and the district's risk manager in order to ensure that appropriate protections are in place.** The following section should be modified to reflect district practice.

Any medication prescribed by an authorized health care provider may be administered by the school nurse or other designated school personnel only when the Superintendent or designee



## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

has received written statements from both the student's parent/guardian and authorized health care provider. (Education Code 49423; 5 CCR 600)

School nurses and other designated school personnel shall administer medications in accordance with law, Board policy, and administrative regulation and shall be afforded appropriate liability protection.

*(cf. 3530 - Risk Management/Insurance)*

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*

*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*

**Note:** The following paragraph is optional. Business and Professions Code 2727 authorizes unlicensed personnel to administer medication to students in emergency situations, such as during an epidemic or public disaster. In view of the ongoing litigation in this area of law, it is strongly recommended that districts consult with legal counsel prior to adopting a policy authorizing unlicensed personnel to administer medication.

Only a school nurse or other school employee with an appropriate medical license may administer an insulin injection to a student. In the event such licensed school personnel are unavailable, the district may contract with a licensed nurse from a public or private agency to administer insulin to the student. However, in an emergency situation such as a public disaster or epidemic, a trained, unlicensed district employee may administer an insulin injection to a student.

*(cf. 5141.24 - Specialized Health Care Services)*

To the extent that the administration of a medication, such as epinephrine auto-injector or glucagon, is authorized by law, the Superintendent or designee shall ensure that unlicensed personnel designated to administer it to students receive appropriate training from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by and provided with emergency communication access to a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

*Legal Reference: (see next page)*



## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

### Legal Reference:

#### EDUCATION CODE

- 48980 Notification at beginning of term
- 49407 Liability for treatment
- 49408 Emergency information
- 49414 Emergency epinephrine auto-injectors
- 49414.5 Providing school personnel with voluntary emergency training
- 49422-49427 Employment of medical personnel, especially:
- 49423 Administration of prescribed medication for student
- 49423.1 Inhaled asthma medication
- 49480 Continuing medication regimen; notice

#### BUSINESS AND PROFESSIONS CODE

- 2700-2837 Nursing, especially:
- 2726 Authority not conferred
- 2727 Exceptions in general
- 3501 Definitions

#### CODE OF REGULATIONS, TITLE 5

- 600-611 Administering medication to students

#### UNITED STATES CODE, TITLE 20

- 1232g Family Educational Rights and Privacy Act of 1974
- 1400-1482 Individuals with Disabilities Education Act

#### UNITED STATES CODE, TITLE 29

- 794 Rehabilitation Act of 1973, Section 504

#### COURT DECISIONS

- American Nurses Association v. O'Connell*, (2010) 185 Cal.App.4th 393

### Management Resources:

#### AMERICAN DIABETES ASSOCIATION PUBLICATIONS

- Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes*, May 2006

#### CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

- Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools*, August 2007

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

- Training Standards for the Administration of Epinephrine Auto-Injectors*, December 2004

#### NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

- Helping the Student with Diabetes Succeed: A Guide for School Personnel*, June 2003

#### WEB SITES

- CSBA: <http://www.csba.org>
- American Diabetes Association: <http://www.diabetes.org>
- California Department of Education, Health Services and School Nursing:  
<http://www.cde.ca.gov/ls/he/hn>
- National Diabetes Education Program: <http://www.ndep.nih.gov>
- U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>



# **Board Policy**

## **Administering Medication And Monitoring Health Conditions**

**BP 5141.21**

**Students**

The Governing Board recognizes that some students may need to take medication prescribed by a physician during the school day in order to be able to attend school. The Superintendent or designee shall develop processes for the administration of medication to such students by school personnel.

(cf. 5141.24 - Specialized Health Care Services)  
(cf. 6159 - Individualized Education Program)

Prescribed medication may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received written statements from both a student's physician and parent/guardian. (Education Code 49423; 5 CCR 600)

(cf. 3530 - Risk Management/Insurance)

School staff who administer medication, including epinephrine auto-injections, to students shall receive training from qualified medical personnel on how such medication should be administered as well as training in the proper documentation and storage of the medication.

Staff authorized to administer the medication shall do so in accordance with administrative regulations and shall be afforded appropriate liability protection.

If the parent/guardian so chooses, he/she may administer the medication to his/her child. In addition, the parent/guardian may designate another individual who is not a school employee to administer the medication to the student.

### **Self-Administration and Monitoring**

Upon written request by the parent/guardian and with the approval of the student's physician, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids.

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)  
(cf. 5141 - Health Care and Emergencies)  
(cf. 5141.23 - Infectious Disease Prevention)



**Legal Reference:**

**EDUCATION CODE**

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49414.5 Providing school personnel with voluntary emergency training

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication, conditions upon which pupil may carry and self-administer medication

49423.5 Specialized health care services

49426 School nurses

49480 Continuing medication regimen; notice

**BUSINESS AND PROFESSIONS CODE**

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

**CODE OF REGULATIONS, TITLE 5**

600-611 Administering medication to students

**Management Resources:**

**NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS**

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June, 2003

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Training Standards for the Administration of Epinephrine Auto-Injectors, December, 2004

**WEB SITES**

American Diabetes Association: <http://www.diabetes.org>

California Department of Education, Health Services and School Nursing:

<http://www.cde.ca.gov/ls/he/hn>

Department of Health and Human Services, National Institutes of Health, National Heart, Lung and Blood Institute, asthma information:

<http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: May 18, 2005      Antelope, California



## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

Note: The following administrative regulation is **optional**. 5 CCR 600-611 provide permissive guidelines for districts in the administration of prescribed medication to students.

### Definitions

Note: Education Code 49423, as amended by SB 1069 (Ch. 512, Statutes of 2010), now authorizes districts to administer prescribed medication upon receipt of a written statement from the student's physician assistant or physician and his/her parent/guardian.

*Authorized health care provider* means an individual who is licensed by the State of California to prescribe medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

*Other designated school personnel* may include any individual employed by the district who has consented to administer the medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601)

*Medication* may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

### Notifications to Parents/Guardians

Note: Pursuant to Education Code 48980, districts must notify parents/guardians, at the beginning of each school year, of their rights and responsibilities under Education Code 49423 pertaining to the administration of medication to students by school employees and to self-administration of epinephrine by students. Though such notification is not required for self-administration of asthma and diabetes medication by students, it is recommended that the annual notification include them to minimize inconsistencies in how students are treated. Parent/guardian responsibilities pursuant to Education Code 49423 are included in the section entitled "Parent/Guardian Responsibilities" below.

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)



## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

### Parent/Guardian Responsibilities

Note: Education Code 49423 and 5 CCR 600 authorize districts to administer prescribed medication upon receipt of written statements from the student's authorized health care provider and parent/guardian. Appropriate similar statements must be received before students are allowed to carry and self-administer diabetes medication pursuant to Education Code 49414.5, auto-injectable epinephrine pursuant to Education Code 49423, or asthma medication pursuant to Education Code 49423.1. Districts may choose to allow students to carry and self-administer other types of medication beyond those authorized by the Education Code. If so, the district should modify the following paragraph accordingly. See the accompanying Board policy.

The Court of Appeal's ruling in American Nurses Association v. O'Connell, which held that only school nurses and other licensed individuals may administer insulin injection in school to students with diabetes, has been appealed to the California Supreme Court. Thus, the Court of Appeal's decision is stayed (e.g., not in effect) pending the decision by the California Supreme Court, which will likely be issued in the spring or summer of 2011. In view of the ongoing litigation in this area of law, it is strongly recommended that districts consult with legal counsel prior to adopting a policy authorizing unlicensed personnel to administer medication. See the accompanying Board policy.

In accordance with law, the district shall obtain written statements from the student's parent/guardian and authorized health care provider before a district employee administers, or assists in the administration of, a prescribed medication to any student and before a student is allowed to carry and self-administer prescription diabetes medication, auto-injectable epinephrine, or prescription inhaled asthma medication during school hours. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

Note: Education Code 49423 and 49423.1 and 5 CCR 602 list items that the authorized health care provider's written statement must contain, as specified in items #1-4 below. Districts that request additional information in the statement should modify the following list accordingly.



## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

(continued)

The authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49423, 49423.1; 5 CCR 602)

**Note:** Items #5-7 below are **optional** and may be revised to reflect district practice.

5. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
6. Possible side effects of the medication
7. Name, address, telephone number, and signature of the student's authorized health care provider

**Note:** 5 CCR 603 authorizes the district to establish specific requirements regarding the parent/guardian's written statement. The following list should be modified to reflect the district's requirements.

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the authorized health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in the administration of medication



**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

The parent/guardian shall annually provide the Superintendent or designee a new written statement from himself/herself and the student's authorized health care provider. In addition, the parent/guardian shall provide a new authorized health care provider's written statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49423, 49423.1; 5 CCR 600)

Parents/guardians shall provide medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's



## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

(continued)

identification, and the name and phone number of the authorized health care provider. Medications that are not in their original container shall not be accepted or administered. Medications shall be delivered to the school by parents/guardians, unless the Superintendent or designee authorizes another method of delivery.

Note: Education Code 49480 requires the district to notify parents/guardians of their obligation to inform the district about the condition specified below; see section entitled "Notifications to Parents/Guardians" above.

The parent/guardian of a student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician. (Education Code 49480)

### **District Employee/District Responsibilities**

Note: The following section should be modified to reflect district practice.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medications in accordance with the authorized health care provider's written statement.
2. Accept delivery of medications from parents/guardians and count and record them upon receipt.
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medications. The type of medication and the times and dosage to be administered shall be noted on the list.

Note: 5 CCR 601 specifies items that districts may, but are not required to, include in the medication log, as provided in item #4 below.

4. Maintain a medication log which may:
  - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information



**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

- b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication

Note: 5 CCR 601 specifies items that may be included in the medication record, as detailed below. In addition, 5 CCR 607 authorizes the district to establish policies regarding documentation of medication, including the maintenance of the medication record.

5. Maintain a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student.
6. Ensure that student confidentiality is appropriately maintained.

*(cf. 5125 - Student Records)*

7. Coordinate the administration of medication during field trips and after-school activities.

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6153 - School-Sponsored Trips)*

8. Report to the parent/guardian and the site administrator any refusal by the student to take his/her medication.
9. Keep all medication to be administered by the district in a locked drawer or cabinet.
10. As needed, communicate with the authorized health care provider and pharmacist regarding the medication and its effects.
11. Counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Note: 5 CCR 609 authorizes the district to establish policies regarding unused, discontinued, or outdated medication.

12. Ensure that unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances.



**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

13. Provide immediate medical assistance, if needed, and report to the site administrator and parent/guardian instances when the medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement.

Upon receiving such notification, the site administrator may notify the student's authorized health care provider and shall document the error in the medication log.



# **Administrative Regulation**

## **Administering Medication And Monitoring Health Conditions**

**AR 5141.21**

**Students**

### **Definitions**

Other designated school personnel may include any individual employed by the district who has consented to administer the medication or otherwise assist the student, and who may legally administer the medication. (5 CCR 601)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

### **Notifications to Parents/Guardians**

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians that students who need to take prescribed medication during the school day may be assisted by a school nurse or designated school personnel or allowed to self-administer certain medication as long as the district receives written statements from the student's physician and parent/guardian in accordance with law, Board policy and administrative regulation. (Education Code 48980, 49423)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

### **Parent/Guardian Responsibilities**

Before a designated employee administers or assists in the administration of any



prescribed medication to any student or any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours, the district shall have a written statement from the student's physician and a written statement from the student's parent/guardian. (Education Code 49423, 49423.1; 5 CCR 600)

The physician's written statement shall clearly: (Education Code 49423, 49423.1; 5 CCR 602)

1. Identify the student
2. Identify the medication
3. Specify the method, amount and time schedules by which the medication is to be taken
4. Contain the name, address, telephone number and signature of the physician
5. If a parent/guardian has requested that his/her child be allowed to self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, confirm that the student is able to self-administer the medication

The parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for the authorized district representative to communicate directly with the student's physician, as may be necessary, regarding the physician's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in the administration of medication
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the physician and to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication
5. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time

If a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma



medication, the parent/guardian's written statement shall also: (Education Code 49423, 49423.1)

1. **Consent to the self-administration**
2. **Release the district and school personnel from civil liability if a student suffers an adverse reaction as a result of self-administering the medication**

The parent/guardian shall annually provide the Superintendent or designee a new written statement from himself/herself and the student's physician. In addition, the parent/guardian shall provide a new physician statement if the medication, dosage, frequency of administration or reason for administration changes. (Education Code 49423, 49423.1)

Parents/guardians shall provide medications in a properly labeled, original container along with the physician's instructions. For prescribed medication, the container shall bear the name and telephone number of the pharmacy, the student's identification, name and phone number of the physician, and physician's instructions. Medications that are not in their original container shall not be accepted or administered. Medications shall be delivered to the school by the parent/guardian, unless the Superintendent or designee authorizes another method of delivery.

The parent/guardian of a student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse or other designated certificated employee of the medication being taken, the current dosage and the name of the supervising physician.

A parent/guardian may designate an individual who is not an employee of the district to administer medication to his/her child as long as the individual is clearly identified, willing to accept the designation, permitted to be on the school site, and any limitations on the individual's authority are clearly established. The parent/guardian shall provide a written statement designating the individual and containing the information required above.

#### **Designated Employee/District Responsibilities**

The school nurse or other designated school personnel shall:

1. **Administer or assist in administering the medication in accordance with the physician's written statement**
2. **Accept delivery of medication from the student's parent/guardian, including counting and recording the medication upon receipt**
3. **Maintain a list of students needing medication during the school day, including the type of medication, times and dosage, as well as a list of students who are authorized to self-administer medication**



4. **Maintain a medication log documenting the administration of medication including the student's name; name of medication the student is required to take; dose of medication; method by which the student is required to take the medication; time the medication is to be taken during the regular school day; date(s) on which the student is required to take the medication; physician's name and contact information; and a space for daily recording of medication administration**

**The daily record shall contain the date, time, amount of medication administered, and signature of the individual administering the medication.**

5. **Maintain a medication record including the physician's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student**

6. **Ensure that student confidentiality is appropriately maintained**

**(cf. 5125 - Student Records)**

7. **Coordinate the administration of medication during field trips and after-school activities**

8. **Report any refusal of a student to take his/her medication to the parent/guardian**

9. **Keep all medication to be administered by the district in a locked drawer or cabinet**

10. **Communicate with the physician regarding the medication and its effects**

11. **Counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.**

12. **By the end of the school year, ensure that unused, discontinued and outdated medication is returned to the student's parent/guardian where possible or, if the medication cannot be returned, is disposed of in accordance with state laws and local ordinances**

**Regulation CENTER UNIFIED SCHOOL DISTRICT**  
**approved: May 18, 2005 Antelope, California**



**HEALTH EXAMINATIONS**

The Governing Board recognizes that periodic health examinations of students may lead to early detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the school program are necessary.

**Note:** The following paragraph is for use by districts that maintain grades K-8.

The Superintendent or designee shall verify that students have complied with legal requirements for a comprehensive health screening, an oral health assessment, and immunizations at school entry. In addition, the district shall administer tests for vision, hearing, and scoliosis as required by law.

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

*(cf. 5141.6 - School Health Services)*

**Note:** The California Interscholastic Federation requires students in grades 9-12 to undergo medical examinations before participating in interscholastic competition; see BP 6145.2 - Athletic Competition. Pursuant to Education Code 49458, added by SB 1069 (Ch. 312, Statutes of 2010), any examination required for participation in an interscholastic athletic program may be conducted by a physician or physician assistant.

The following optional paragraph extends the requirement for a medical examination to athletes at all grade levels and to cheerleaders and song leaders, and may be revised to reflect district practice.

All students who participate as cheerleaders, song leaders, or athletes in organized competitive sports shall first undergo a medical examination and submit documentation of medical clearance to the district. Upon sustaining an injury or serious illness, a student may be required to have another examination before participating further. This requirement does not apply to participants in occasional play day or field day activities.

*(cf. 5143 - Insurance)*

*(cf. 6145.2 - Athletic Competition)*

**Note:** Education Code 49450 mandates the Board to develop rules for the physical examination of students that ensure their proper care and the confidentiality of their medical records. In November 2008, the U.S. Department of Education and U.S. Department of Health and Human Services issued guidance regarding the application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act to student health records. The guidance clarifies that a student's health record maintained by the district, including a health or medical record maintained by a school nurse who is employed or under contract with a district, is a "student record" subject to FERPA. As such, it may be accessed only by parents/guardians and other persons specifically granted authority by law and those with a legitimate educational interest. See BP/AR 5125 - Student Records.

The Superintendent or designee shall ensure that staff employed to examine students exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be maintained and released only in accordance with law.

*(cf. 5125 - Student Records)*

*Legal Reference: (see next page)*



## HEALTH EXAMINATIONS (continued)

### *Legal Reference:*

#### EDUCATION CODE

44871-44879 *Employment qualifications*

48980 *Parental notifications*

49400-49414.5 *Student health, general powers of school boards*

49422 *Supervision of health and physical development*

49450-49458 *Physical examinations (of students)*

49460-49466 *Development of standardized health assessments*

#### HEALTH AND SAFETY CODE

120325-120380 *Immunization against communicable diseases*

121475-121520 *Tuberculosis tests for students*

124025-124110 *Child Health and Disability Prevention Program*

#### CODE OF REGULATIONS, TITLE 5

590-596 *Vision screening*

3027 *Hearing and vision screening for special education*

3028 *Audiological screening*

#### UNITED STATES CODE, TITLE 20

1232g *Family Educational Rights and Privacy Act*

1232h *Protection of student rights*

### *Management Resources:*

#### CSBA PUBLICATIONS

*Expanding Access to School Health Services: Policy Considerations for Governing Boards*, November 2008

*Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools*, November 2008

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Standards for Scoliosis Screening in California Public Schools*, 2007

*A Guide for Vision Testing in California Public Schools*, 2005

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

*Joint Guidance on the Application of FERPA and HIPAA to Student Health Records*, November 2008

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Health Services/School Nursing: <http://www.cde.ca.gov/ls/he/hn>

California Department of Education, Type 2 Diabetes Information:

<http://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>

U.S. Department of Education: <http://www.ed.gov>



# **Board Policy**

## **Health Examinations**

**BP 5141.3**  
**Students**

The Governing Board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the school program are necessary.

In addition to verifying that students have complied with legal requirements for health examinations and immunizations before enrolling in school, the district shall administer tests for vision, hearing and scoliosis as required by law.

(cf. 5141.26 - Tuberculosis Testing)  
(cf. 5141.31 - Immunizations)  
(cf. 5141.32 - Child Health and Disability Prevention Program)  
(cf. 5141.6 - School-Based Health and Social Services)

All students who participate as cheerleaders, song leaders, or athletes in organized competitive sports shall first undergo and file with the district a current medical examination. Upon sustaining an injury or serious illness, a student may be required to have another examination before participating further. This requirement does not apply to participants in occasional play day or field day activities.

(cf. 5143 - Insurance)  
(cf. 6145.2 - Interscholastic Competition)

The Superintendent or designee shall ensure that staff employed to examine students exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

(cf. 5125 - Student Records)

Reports to the Board regarding the number of students found to have physical problems and the effort made to correct them shall in no way reveal the identity of students.

### **Legal Reference:**

#### **EDUCATION CODE**

44871-44879 Employment qualifications  
49400-49413 General powers-school boards (re pupil health)  
49422 Supervision of health and physical development



49450-49457 Physical examinations (of pupils)  
49460-49466 Development of standardized health assessments  
HEALTH AND SAFETY CODE  
120325-120380 Immunization against communicable diseases  
121475-121520 Tuberculosis tests for pupils  
CODE OF REGULATIONS, TITLE 5  
590-596 Vision screening  
3027 Hearing and vision screening for special education  
3028 Audiological screening

Policy CENTER UNIFIED SCHOOL DISTRICT  
adopted: April 23, 1997 Antelope, California



**HEALTH EXAMINATIONS**

**Cautionary Notice 2010-13:** AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

Note: 20 USC 1232h, the Protection of Pupil Rights Act, mandates that any district receiving funds from a program administered by the U.S. Department of Education adopt a policy regarding the administration of physical examinations and screenings; see BP/AR 5022 - Student and Family Privacy Rights for language implementing this mandate. 20 USC 1232h also requires districts to notify parents/guardians, at the beginning of the school year, of the dates during the school year when physical exams or screenings are scheduled and of the process to opt their children out of participation.

The principal at each school shall notify parents/guardians of the rights of students and parents/guardians related to health examinations. (Education Code 48980; 20 USC 1232h)

(cf. 5141.32 - Health Screening for School Entry)  
(cf. 5145.6 - Parental Notifications)

A parent/guardian may annually file a written statement with the principal withholding consent to the physical examination of his/her child. Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected. (Education Code 49451; 20 USC 1232h)

(cf. 5112.2 - Exclusions from Attendance)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.26 - Tuberculosis Testing)

**Vision and Hearing Tests**

Note: The following section is for use by districts that maintain any of grades K-8.

Students shall have their vision and hearing tested by qualified personnel authorized by the district. (Education Code 49452, 49454)

(cf. 5141.6 - School Health Services)

Note: Education Code 49455 requires vision appraisals at least every three years until the student completes grade 8. The following paragraph may be revised to reflect the grade levels at which the district conducts vision tests.

All students shall be tested for visual acuity when they first enroll in elementary school and at least every three years thereafter until they complete grade 8. Gross external observation of the student's eyes, visual performance, and perception shall be made by the school nurse and the classroom teacher. (Education Code 49455)



**HEALTH EXAMINATIONS (continued)**

For male students, color vision shall be tested one time, after the student reaches grade 1. Results of the test shall be entered into the student's health record. (Education Code 49455)

Note: Education Code 49455 allows the district vision test to be waived if the parent/guardian presents a certificate documenting the results of another vision test, as provided below. As amended by SB 1069 (Ch. 512, Statutes of 2010), Education Code 49455 authorizes physician assistants, along with physicians and optometrists, to certify the results of the vision test.

Evaluation of a student's vision may be waived at the parent/guardian's request if the parent/guardian presents a certificate from an authorized health care provider specifying the results of an examination of the student's vision, including visual acuity, and, in male students, color vision. (Education Code 49455)

Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect. The report of a visual defect, if made in writing, shall be made on a form prescribed by the Superintendent of Public Instruction. (Education Code 49456)

Note: Although Education Code 49456 prohibits a referral to a private practitioner, it allows the examiner to refer the parent/guardian to public medical resources. The following paragraph is optional.

Such reports shall not include a referral to any private practitioner. However, the student may be referred to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county, or city department of public health. (Education Code 49456)

**Scoliosis Screening**

Note: The following section is for use by districts that maintain grades 7-8.

Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis. This screening shall comply with California Department of Education (CDE) standards and shall be performed by qualified personnel as specified in law. (Education Code 49452.5)

Persons performing the screening shall not solicit, encourage, or advise treatment of the student for scoliosis or any other condition discovered in the course of the screening. (Education Code 49452.5)

The parent/guardian of any student suspected of having scoliosis shall receive a notice which includes an explanation of scoliosis and describes the significance of treatment at an early age. This notice shall also describe the public services available for treatment and include a referral to appropriate community resources. (Education Code 49452.5)



**HEALTH EXAMINATIONS (continued)****Type 2 Diabetes Information**

Note: The following optional section is for use by districts that offer grade 7 but may be used by districts that wish to increase diabetes awareness among parents/guardians and students at other grade levels. Pursuant to Education Code 49452.7, the California Department of Education has developed an information sheet for use by districts and has posted the sheet on its web site.

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if he/she has diabetes or pre-diabetes.

*(cf. 5030 - Student Wellness)*

The Superintendent or designee shall provide parents/guardians of incoming students in grade 7 with an information sheet developed by the CDE regarding type 2 diabetes, which includes a description of the disease and its risk factors and warning signs, a recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes be screened for the disease, a description of the different types of diabetes screening tests available, and a description of treatments and prevention methods. The information sheet may be provided with the parental notifications required pursuant to Education Code 48980. (Education Code 49452.7)

Note: The following optional paragraph reflects legislative intent expressed in Education Code 49452.7.

The Superintendent or designee may provide information to parents/guardians regarding public or private sources from which they may receive diabetes screening and education services for free or at reduced costs.



# **Administrative Regulation**

## **Health Examinations**

**AR 5141.3**

### **Students**

The principal at each school shall notify parents/guardians of the rights of students and parents/guardians related to health examinations. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

A parent/guardian may annually file a written statement with the principal withholding consent to the physical examination of his/her child. The child shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected. (Education Code 49451)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.22 - Infectious Diseases)

### **Vision and Hearing Tests**

Students shall have their vision and hearing tested by qualified personnel authorized by the district. (Education Code 49452, 49454)

All students shall be tested for visual acuity when they first enroll in elementary school and every three years thereafter until the student completes grade 8. External observations of the student's eyes, visual performance and perception shall be made by the school nurse and the classroom teacher. (Education Code 49455)

For male students, color vision shall be tested one time, after the student reaches grade 1. Results of the test shall be entered into the student's health record. (Education Code 49455)

Evaluation of a student's vision may be waived at the parent/guardian's request if the parent/guardian presents a certificate from either a medical doctor or an optometrist specifying the results of an examination of the student's vision including visual acuity, and, in male students, color vision. (Education Code 49455)

Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect. If made in writing, such reports shall not include a referral to any private practitioner, and the report of a visual defect shall be made on a form prescribed by the Superintendent of Public Instruction. (Education Code 49456)



The student may be referred to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county or city department of public health. (Education Code 49456)

#### **Scoliosis Screening**

Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis. This screening shall comply with California Department of Education standards and shall be performed by qualified personnel as specified in law. (Education Code 49452.5)

Persons performing the screening shall not solicit, encourage or advise treatment of the student for scoliosis or any other condition discovered in the course of the screening. (Education Code 49452.5)

The parent/guardian of any student suspected of having scoliosis shall receive a notice which includes an explanation of scoliosis and describes the significance of treatment at an early age. This notice shall also describe the public services available for treatment and include a referral to appropriate community resources. (Education Code 49452.5)

Regulation approved: CENTER UNIFIED SCHOOL DISTRICT  
April 23, 1997 Antelope, California



**IMMUNIZATIONS**

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board shall cooperate with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 6142.8 - Comprehensive Health Education)*

Note: The following optional paragraph should be revised to reflect the grade levels and programs offered by the district. See the accompanying administrative regulation for requirements pertaining to the immunization record, including the diseases for which students must be immunized.

Each student enrolling for the first time in a district elementary or secondary school, preschool, or child care and development program shall present an immunization record from any authorized private or public health care provider certifying that he/she has received all required immunizations in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5141.32 - Health Screening for School Entry)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

Note: Pursuant to 17 CCR 6070, the district may conditionally admit a transfer student for up to 30 days prior to receiving the immunization records from the student's previous school. The district may establish a shorter "grace period" or no grace period. Option 1 below requires full immunization records upon enrollment. Option 2 allows the waiting period for all transfer students. Regardless of the option selected, pursuant to 42 USC 11431 and Education Code 48853.5, homeless children and foster youth must be immediately enrolled even if they are unable to produce records normally required for enrollment, including medical records. See AR 6173 - Education for Homeless Children and AR 6173.1- Education for Foster Youth. In addition, pursuant to Education Code 49701, children of military families must be allowed 30 days from the date of enrollment to obtain required immunizations; see AR 6173.2 - Education of Children of Military Families.

~~**OPTION 1:** Except to the extent otherwise authorized by law, each transfer student shall present evidence of immunization before he/she is admitted to school. Such evidence may include the child's personal immunization record from his/her authorized health care provider or his/her cumulative file from his/her previous school.~~

Note: 17 CCR 6070 allows a transfer student to be conditionally admitted for up to 30 days while waiting for the transfer of immunization records from his/her previous school, as provided in Option 2 below and may be revised to reflect a time period up to 30 days. However, the California Department of Public Health's California Immunization Handbook for Schools and Child Care Programs recommends that schools request parents/guardians to bring their child's personal immunization record from his/her health care provider to registration, rather than waiting for the cumulative file, especially if the student's former school is located outside the United States. In this way, districts would only need to request the record from the previous district for those students who could not present an adequate record at the time of entry. Districts that do not wish to make this request should delete the first sentence below.



**IMMUNIZATIONS (continued)**

**OPTION 2:** Each transfer student shall be requested to present his/her immunization record upon registration at a district school.

However, when necessary, a transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from the previous school. If these records do not arrive within 30 school days, the student shall present written documentation by an authorized health care provider showing that the required immunizations were received. If such documentation is not presented, the student shall be excluded from school until the required immunizations have been administered. (17 CCR 6070)

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

Note: The following optional paragraph is for use by districts that permit authorized medical personnel to administer immunizations at school as authorized by Education Code 49403. Pursuant to Education Code 49403, immunizations may be provided by a licensed physician or a registered nurse (including a school nurse) acting under the direction of a supervising physician. AB 1937 (Ch. 203, Statutes of 2010) amended Education Code 49403 to expand the types of health care practitioners who may administer immunizations, under the direction of a supervising physician, to include physician assistants, nurse practitioners, licensed vocational nurses, and nursing students acting under the supervision of a registered nurse. The authority of any health care practitioner, other than a licensed physician, to administer immunizations in a school immunization program is limited to immunizations for annual seasonal influenza, influenza pandemic episodes, and other diseases that represent a current or potential outbreak as declared by a federal, state, or local public health officer. Whenever a health care provider is authorized to administer immunizations at school, the school nurse must be notified and must maintain control, as necessary, as the supervisor of health in accordance with Education Code 44871 and other statutes.

The Superintendent or designee may arrange for an authorized health care provider to administer immunizations at school to any student whose parent/guardian has consented in writing. At the beginning of the school year, parents/guardians shall be notified of their right to provide consent for the administration of an immunization to their child at school. (Education Code 49403)

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.6 - School Health Services)*

*(cf. 5145.6 - Parental Notifications)*

*Legal Reference: (see next page)*



## IMMUNIZATIONS (continued)

### *Legal Reference:*

#### EDUCATION CODE

- 44871 *Qualifications of supervisor of health*
- 46010 *Total days of attendance*
- 48216 *Immunization*
- 48853.5 *Immediate enrollment of foster youth*
- 48980 *Required notification of rights*
- 49403 *Cooperation in control of communicable disease and immunizations*
- 49426 *Duties of school nurses*
- 49701 *Flexibility in enrollment of children of military families*

#### HEALTH AND SAFETY CODE

- 120325-120380 *Immunization against communicable disease, especially:*
- 120335 *Immunization requirement for admission*
- 120395 *Information about meningococcal disease, including recommendation for vaccination*
- 120440 *Disclosure of immunization information*

#### CODE OF REGULATIONS, TITLE 5

- 430 *Student records*

#### CODE OF REGULATIONS, TITLE 17

- 6000-6075 *School attendance immunization requirements*

#### UNITED STATES CODE, TITLE 20

- 1232g *Family Educational Rights and Privacy Act*

#### UNITED STATES CODE, TITLE 42

- 11432 *Immediate enrollment of homeless children*

#### CODE OF FEDERAL REGULATIONS, TITLE 34

- 99.1-99.67 *Family Educational Rights and Privacy*

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF PUBLIC HEALTH

*California Immunization Handbook for Schools and Child Care Programs*, July 2003

*Guide to Immunizations Required for School Entry*

*Guide to the Requirements of the California School Immunization Law for Parents of Children in or Entering School or Child Care*

#### U.S. DEPARTMENT OF EDUCATION GUIDANCE

*Family Educational Rights and Privacy Act (FERPA) and H1N1*, October 2009

#### WEB SITES

*California Department of Education:* <http://www.cde.ca.gov>

*California Department of Public Health, Immunization Branch:*  
<http://www.cdph.ca.gov/programs/immunize>

*Centers for Disease Control and Prevention:* <http://www.cdc.gov>

*U.S. Department of Education:* <http://www.ed.gov>



# **Board Policy**

## **Immunizations**

**BP 5141.31**

### **Students**

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to encourage immunization of all district students against preventable diseases.

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Infectious Disease Prevention)

Students entering a district school or child care and development program, or transferring between school campuses, shall present an immunization record which shows at least the month and year of each immunization in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5148 - Child Care and Development)

Each transfer student shall present his/her immunization record certifying that he/she has received all required immunizations currently due before he/she is admitted to school.

The Superintendent or designee may arrange for qualified medical personnel to administer immunizations at school to any student whose parent/guardian has consented in writing. (Education Code 49403)

(cf. 5141.3 - Health Examinations)

(cf. 5141.6 - Student Health and Social Services)

(cf. 5145.6 - Parental Notifications)

### **Legal Reference:**

#### **EDUCATION CODE**

46010 Total days of attendance

48216 Immunization

48980 Required notification of rights

49403 Cooperation in control of communicable disease and immunizations

#### **HEALTH AND SAFETY CODE**

120325-120380 Immunization against communicable disease especially:



120335 Immunization requirement for admission  
120440 Disclosure of immunization information  
CODE OF REGULATIONS, TITLE 17  
6000-6075 School attendance immunization requirements

**Management Resources:**

**DEPARTMENT OF HEALTH SERVICES**

Commonly Asked Questions About the New School Immunization Requirements, March  
1999

**WEB SITES**

CDE: <http://www.cde.ca.gov>

California Department of Public Health, Immunization Branch:

<http://cdph.ca.gov/programs/immunize>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT  
adopted: May 16, 2001      Antelope, California



**IMMUNIZATIONS****Required Immunizations**

Note: The following optional paragraph may be revised to reflect district practice. The California Department of Public Health's (CDPH) California Immunization Handbook for Schools and Child Care Programs recommends that districts provide parents/guardians with a written notice of immunization requirements. The CDPH's Guide to the Requirements of the California School Immunization Law for Parents of Children in or Entering School or Child Care, available in English and Spanish, may be used for this purpose.

The Superintendent or designee shall provide parents/guardians, upon school registration, a written notice summarizing the state's immunization requirements.

Note: The following paragraph should be revised to reflect the grade levels and programs offered by the district. See 17 CCR 6020 and the CDPH's Guide to Immunizations Required for School Entry and California Immunization Handbook for Schools and Child Care Programs for details regarding the ages/grades at which specific immunizations are required and the doses needed.

AB 354 (Ch. 434, Statutes of 2010) amended Health and Safety Code 120335 to require pertussis boosters for students admitted or advancing to grades 7-12 in the 2011-12 school year and, in subsequent years, for students admitted or advancing to grade 7 only. In addition, AB 354 eliminated the requirement, beginning July 1, 2011, that hepatitis B immunization be a condition of admission or advancement to grade 7.

The Superintendent or designee shall not unconditionally admit any student to a district elementary or secondary school, preschool, or child care and development program nor advance a student to specified grade levels unless that student has presented documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases: (Health and Safety Code 120335; 17 CCR 6020)

1. Measles, mumps and rubella (MMR)
2. Diphtheria, tetanus and pertussis (whooping cough) (DTP, DTaP, or Tdap)
3. Poliomyelitis (polio)
4. Hepatitis B
5. Varicella (chickenpox)
6. Haemophilus influenza type b (Hib meningitis)
7. Any other disease designated by the CDPH

(cf. 5141.22 - Infectious Diseases)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)



**IMMUNIZATIONS (continued)**

Note: According to the CDPH's Guide to Immunizations Required for School Entry, the immunization record must be either a personal record with entries made by an authorized health care provider or a school immunization record from the student's previous school (either the California School Immunization Record or another state's school record). Pursuant to 17 CCR 6070, the record must include at least the month and year each dose was received. However, for measles, rubella, and/or mumps vaccine administered during the month of the first birthday, the record must show the month, day, and year.

The student's immunization record shall be provided by the student's health care provider or from the student's previous school immunization record. The record must show the date that each dose was administered.

**Exemptions**

Exemption from immunization requirements is allowed when: (Health and Safety Code 120365, 120370; 17 CCR 6051)

1. The student's parent/guardian states in writing that immunization is contrary to his/her beliefs.

However, if there is good cause to believe that the student has been exposed to one of the communicable diseases listed above, the student may be temporarily excluded from school until the local public health officer is satisfied that the student is no longer at risk of developing the disease.

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

2. The student's parent/guardian provides a written statement by a licensed physician that the physical condition or medical circumstances of the student are such that immunization is unsafe or is permanently not indicated, in which case the student shall be exempted to the extent indicated by the physician's statement.

**Exclusions Due to Lack of Immunizations**

Any student without the required evidence of immunization may be excluded from school until the immunization is obtained or the student presents a letter or affidavit of exemption from his/her parent/guardian or physician to the Superintendent or designee.

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 6183 - Home and Hospital Instruction)*

Before an already admitted student is excluded from school attendance because of lack of immunization, the Superintendent or designee shall notify the parent/guardian that he/she has 10 school days to supply evidence of proper immunization or an appropriate letter of exemption. (Education Code 48216; 17 CCR 6040)



**IMMUNIZATIONS (continued)**

This notice shall refer the parent/guardian to the student's usual source of medical care or, if the student has no usual source of medical care, then to the county health department or school immunization program, if any. (Education Code 48216)

The Superintendent or designee shall exclude from further attendance any already admitted student who fails to obtain the required immunization within 10 school days following the parent/guardian's receipt of the notice specified above, unless the student is exempt from immunization for medical reasons or personal beliefs. The student shall remain excluded from school until he/she has received another dose of each required vaccine due at that time. The student shall also be reported to the attendance supervisor or principal. (17 CCR 6055)

**Conditional Enrollment**

The Superintendent or designee may conditionally admit a student with documentation from an authorized health care provider that: (Health and Safety Code 120340; 17 CCR 6000, 6035)

1. He/she has received some but not all required immunizations and is not due for any vaccine dose at the time of admission
2. He/she has a temporary exemption from immunization for medical reasons

The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses when they become due as specified in 17 CCR 6035.

The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, he/she shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR 6070)

**Records**

**Note:** The CDPH requires that school staff record all immunization dates from each student's personal immunization record onto the California School Immunization Record (often referred to as the "blue card") and then complete the documentation section of the card which includes the type of record provided and the status of the student's immunizations. The record also may be maintained electronically.

An immunization record that is directly related to a student is an "education record" subject to the Family Educational Rights and Privacy Act (20 USC 1232g; 34 CFR 99.1-99.67) and therefore generally requires parent/guardian consent to be lawfully disclosed. However, pursuant to 20 USC 1232g and 34 CFR 99.31 and 99.36, an exception exists when knowledge of the information is necessary to address an articulable and significant threat to the health or safety of students or other individuals.



**IMMUNIZATIONS (continued)**

The Superintendent or designee shall record each new entrant's immunizations in the California School Immunization Record and retain it as part of the student's mandatory permanent student record. District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

*(cf. 5125 - Student Records)*



# **Administrative Regulation**

## **Immunizations**

**AR 5141.31**

### **Students**

The Superintendent or designee shall not unconditionally admit any student to a district school or child care and development program unless that student has presented documentation of full immunization. (Health and Safety Code 120335)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 5148 - Child Care and Development)

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians of the rights of students and parents/guardians relating to immunizations under Education Code 49403. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

### **Immunizations for Grades K-12**

Students entering the district in grades kindergarten through 12 shall have received the following immunizations: (Health and Safety Code 120335; 17 CCR 6020)

#### **1. Measles, mumps and rubella (MMR) vaccine**

a. Students entering at the kindergarten level shall have received two doses on or after the first birthday, except one dose may be a measles-only vaccine.

b. Mumps vaccine shall not be required for students age seven or older.

c. Students entering or advancing to seventh grade shall be required to have a second dose of measles-containing vaccine if they have not previously obtained a second dose.

#### **2. Diphtheria, tetanus and pertussis (whooping cough) vaccine (DTP or DTaP)**

a. Five doses shall be required for students ages four through six. However, four doses shall meet the requirement if at least one dose was given on or after the fourth birthday.

b. Four doses shall be required for students age seven or older. However, three doses shall meet the requirement if at least one dose was given on or after the second birthday.

c. Pertussis immunization shall not be required for students age seven or older.



d. A tetanus and diphtheria (Td) shot is recommended but not required for seventh-grade students who have not had a booster within the past five years.

### **3. Poliomyelitis (polio) vaccine**

Four doses shall be required at any age. However, three doses shall meet the requirement for ages four through six if at least one dose was given on or after the fourth birthday, and three doses shall meet the requirement for ages seven to seventeen if at least one dose was given on or after the second birthday.

### **4. Hepatitis B vaccine**

a. Three doses shall be required for entry into kindergarten.

Students admitted at the kindergarten level or below before August 1, 1997, shall be exempt from this requirement.

b. Students shall not be unconditionally admitted or advanced to seventh grade unless they have been fully immunized against hepatitis B. A student who has previously had three doses of hepatitis B vaccine at any age before seventh grade shall not be required to receive any additional shots.

### **5. Varicella (chickenpox) vaccine**

Any student admitted at the kindergarten level or above before July 1, 2001, shall be exempt from this requirement for school entry.

Students who skipped kindergarten shall meet immunization requirements for hepatitis B and a second measles dose prior to entering first grade.

Students transferring into the district at a grade other than kindergarten or seventh grade shall be exempt from the requirement for a second measles dose or hepatitis B immunization.

### **Immunizations Below Kindergarten Level**

Children younger than age four years, six months shall have received haemophilus influenza type b (Hib meningitis) vaccine. (Health and Safety Code 120335)

Other immunization requirements for children below kindergarten level depend on the child's age as specified in 17 CCR 6020.

### **Exemptions**



**Exemption from immunization requirements is allowed when: (Health and Safety Code 120365, 120370, 120375; 17 CCR 6051)**

**1. The student's parent/guardian states in writing that immunization is contrary to his/her beliefs.**

**(cf. 6141.2 - Recognition of Religious Beliefs and Customs)**

**2. The student's parent/guardian provides a written statement by a licensed physician that the physical condition or medical circumstances of the student are such that immunization is unsafe or is permanently not indicated.**

**However, if there is good cause to believe that the student has been exposed to one of the communicable diseases listed above, the student may be temporarily excluded from school until the local health officer is satisfied that the student is no longer at risk of developing the disease. (Health and Safety Code 120365)**

#### **Exclusions Due to Lack of Immunizations**

**Any student without the required evidence of immunization may be excluded from school until the immunization is obtained or until the student presents a letter or affidavit of exemption from his/her parent/guardian or physician.**

**(cf. 5112.2 - Exclusions from Attendance)**

**(cf. 6183 - Home and Hospital Instruction)**

**Before a student is excluded from school attendance because of lack of immunization, the Superintendent or designee shall notify the parent/guardian that he/she has 10 school days in which to supply evidence of proper immunization or an appropriate letter of exemption. This notice shall refer the parent/guardian to the child's usual source of medical care. (Education Code 48216; 17 CCR 6040)**

**If no usual source of medical care exists, the parent/guardian shall be referred to the county health department. (Education Code 48216)**

**The Superintendent or designee shall exclude from further attendance any student who fails to obtain the required immunization within 10 school days following receipt of the parent/guardian notice specified above, unless the student is exempt from immunization for medical reasons or personal beliefs. The student shall remain excluded from school until he/she has received another dose of each required vaccine due at that time. The student shall also be reported to the attendance supervisor or principal. (17 CCR 6055)**

#### **Conditional Enrollment**

**The Superintendent or designee may conditionally admit a student with documentation from a physician that: (Health and Safety Code 120340; 17 CCR 6000, 6035)**



1. He/she has received some but not all required immunizations and is not due for any vaccine dose at the time of admission

2. He/she has a temporary exemption from immunization for medical reasons

The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses when they become due as specified in 17 CCR 6035.

The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, he/she shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR 6070)

#### **Records**

The Superintendent or designee shall record each new entrant's immunizations in the mandatory permanent student record. District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

(cf. 5125 - Student Records)

**Regulation      CENTER UNIFIED SCHOOL DISTRICT**  
**approved: May 16, 2001      Antelope, California**



## CHILD ABUSE PREVENTION AND REPORTING

Note: Education Code 32282 requires that the district and/or school safety plan include child abuse reporting procedures. See AR 0450 - Comprehensive Safety Plan.

### Definitions

*Child abuse or neglect* includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

*Child abuse or neglect* does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

Note: Education Code 44807 provides that physical control of a student under the conditions specified in item #3 below is not subject to criminal prosecution or penalties.

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to



**CHILD ABUSE PREVENTION AND REPORTING (continued)**

protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

**Note:** The following definition of "mandated reporters" does not list non-school persons (e.g., physicians, clergy members) who are also mandated to report suspected child abuse or neglect, and may be revised to reflect additional positions applicable to the district as specified in Penal Code 11165.7.

Penal Code 11165.7 clarifies that volunteers whose duties require direct contact with and supervision of children are not mandated reporters. However, the law encourages such volunteers to obtain training in the identification and reporting of child abuse and neglect and to report known or suspected incidents of child abuse or neglect.

*Mandated reporters* include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

**Note:** Pursuant to Penal Code 11166, as amended by AB 2380 (Ch. 123, Statutes of 2010), "reasonable suspicion" does not require the reporter's suspicion to be based on his/her certain knowledge of actual child abuse or neglect or on the existence of any specific medical diagnosis.

*Reasonable suspicion* means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, *reasonable suspicion* does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

**Reportable Offenses**

**Note:** Penal Code 11166 specifies that a mandated reporter has a duty to report when acting in his/her professional capacity or within the scope of employment. When a mandated reporter is acting in a private capacity, like other private citizens, he/she has the discretion whether or not to make a report.

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has



**CHILD ABUSE PREVENTION AND REPORTING (continued)**

knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Note: Penal Code 11166.05 provides that reports may be made if a mandated reporter knows or suspects that a child is suffering serious emotional damage, as specified below. Penal Code 11167 specifies that, if such reports are made, they must conform to the procedures applicable to mandated child abuse reporting.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Note: Pursuant to Penal Code 152.3, it may be a misdemeanor, with specified exceptions, for a witness to not report a murder, rape, or lewd or lascivious act as defined in Penal Code 288 where the victim is under age 14. Persons who fail to report such offenses may be subject to a fine and/or imprisonment.

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

**Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

Note: Penal Code 11166.01 provides that it may be a crime, punishable by a fine and/or imprisonment, for a supervisor or administrator to knowingly inhibit or impede a mandated reporter from making a report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)



## **CHILD ABUSE PREVENTION AND REPORTING (continued)**

### **Reporting Procedures**

#### **1. Initial Telephone Report**

**Note:** Penal Code 11165.9 specifies the agencies that are authorized to receive reports of suspected child abuse and neglect, as detailed in the following paragraph. The agency must accept a report even if it lacks subject matter or geographical jurisdiction to investigate the case; the agency is then responsible for referring the case to an agency with proper jurisdiction.

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

**Note:** It is recommended that the district's administrative regulation include the name, address, and phone number of the appropriate agencies in its area.

Children's Protective Services  
PO Box 269057, Sacramento, CA 95826-9057  
(916) 874-4001

**Note:** The following paragraph is optional.

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### **2. Written Report**

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

**Note:** Pursuant to Penal Code 11168, the Department of Justice form shall be distributed by the police department, sheriff's department, county probation department, or county welfare department as appropriate and is available on the Department of Justice's web site. It may also be made available at the district office or school site. The following optional paragraph should be revised to reflect district practice.

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.



**CHILD ABUSE PREVENTION AND REPORTING (continued)**

Note: Penal Code 11167 requires the mandated reporter to give his/her name when reporting known or suspected child abuse. However, the reporter's name and the report are confidential and are only disclosed in limited circumstances provided by law.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Note: Pursuant to Penal Code 11167, as amended by AB 2339 (Ch. 95, Statutes of 2010), a mandated reporter is authorized to disclose information concerning child abuse or serious emotional damage to any agency investigating the incident, including a licensing agency.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Note: Item #3 below is **optional** and may be revised to reflect district practice. Pursuant to Penal Code 11166, school districts may establish internal reporting procedures encouraging employees to notify supervisors and administrators of reports that are made. These internal procedures must not inhibit or impede immediate and direct reporting by employees to appropriate agencies. Penal Code 11166 prohibits internal procedures from requiring the employee to make a report to the district or requiring that the identity of the mandated reporter be disclosed to the district.

**3. Internal Reporting**

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)



**CHILD ABUSE PREVENTION AND REPORTING (continued)**

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

**Training**

Note: The following section is **optional**. Penal Code 11165.7 specifies that districts that do not provide training to employees who are mandated reporters must report to the California Department of Education (CDE) the reasons that training has not been provided; see the accompanying Board policy.

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

*(cf. 5145.7 - Sexual Harassment)*

**Victim Interviews by Social Services**

Note: Penal Code 11174.3 authorizes a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect to interview a student during school hours, on school grounds, concerning a report of child abuse or neglect that occurred at home or in an out-of-home care facility. However, the 9th Circuit Court of Appeals has held in Greene v. Camreta that an interview of a student at school by a social worker and deputy sheriff, regarding allegations of sexual abuse by the student's father, violated her Fourth Amendment right against unreasonable "seizure" (i.e., questioning by law enforcement). According to the court, absent exigent circumstances, the social worker and sheriff could not question the student without obtaining a warrant, court order, or parent/guardian consent. However, because the case has been accepted for review by the U.S. Supreme Court, further court rulings will be forthcoming.



**CHILD ABUSE PREVENTION AND REPORTING (continued)**

When a social worker interviews a student without law enforcement, it is CSBA's opinion that Penal Code 11174.3 applies to that situation. However, when the social worker is accompanied by law enforcement, the conditions in Greene likely apply and the interview should be conducted in accordance with the process specified in BP/AR 5145.11 - Questioning and Apprehension by Law Enforcement. Because the law on this topic is still developing, districts should proceed cautiously and consult with legal counsel as appropriate.

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

**Release of Child to Peace Officer**

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

*(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)*



**CHILD ABUSE PREVENTION AND REPORTING (continued)****Parent/Guardian Complaints**

Note: Education Code 48987 requires the district to disseminate guidelines, upon request, advising parents/guardians of procedures for filing child abuse complaints. As required by Education Code 33308.1, the CDE has prepared sample guidelines for this purpose (CDE Legal Advisory LO:3-93); however, these guidelines have not been updated to reflect current law. Thus, the following paragraph specifies that, upon request, the district will provide parents/guardians with copies of the district's regulation or procedure.

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

Note: If a complaint is filed against an employee for suspected child abuse or neglect, the district should consider whether it is necessary to remove the employee from the job site during the course of the investigation. Student safety should be the primary factor in making this decision. Other factors may include collective bargaining ramifications, if any, and the effects of long-term reassignment or paid leave on district resources. It is also recommended that the district consult with legal counsel before taking any disciplinary action such as removal of an employee from the classroom.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

*(cf. 1312.1 - Complaints Concerning District Employees)*

Note: Parents/guardians of special education students also may file a complaint with the CDE as provided in the following paragraph. The CDE does not investigate allegations of child abuse or neglect, but may investigate conditions that may involve immediate physical danger or threaten the health, safety, or welfare of the child and which may result in denial of a free appropriate public education.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

*(cf. 1312.3 - Uniform Complaint Procedures)*

**Notifications**

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting



**CHILD ABUSE PREVENTION AND REPORTING (continued)**

obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

Note: The remainder of this section is optional and should be deleted by districts that do not provide these additional notifications.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Regulation  
approved:

CSBA MANUAL MAINTENANCE SERVICE  
November 2010



# **Administrative Regulation**

## **Child Abuse Prevention And Reporting**

**AR 5141.4**  
**Students**

### **Definitions**

**Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)**

- 1. A physical injury or death inflicted by other than accidental means on a child by another person**
- 2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1**
- 3. Neglect of a child as defined in Penal Code 11165.2**
- 4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3**
- 5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4**

**Child abuse or neglect does not include:**

- 1. A mutual affray between minors (Penal Code 11165.6)**
- 2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)**

**(cf. 3515.3 - District Police/Security Department)**

- 3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)**
- 4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)**



(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

#### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

#### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)



No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

### **Reporting Procedures**

#### **1. Initial Telephone Report**

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

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P.O. Box 269057  
Sacramento, CA 95826-9057  
(916) 874-4001

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### **2. Written Report**

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the Department of Justice form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class



- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect also may be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

### **3. Internal Reporting**

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### **Training**

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)



**(cf. 5145.7 - Sexual Harassment)**

**Victim Interviews by Social Services**

Whenever a representative from the Department of Social Services investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

**Release of Child to Peace Officer**

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

**(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)**

**Parent/Guardian Complaints**

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contain procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary



language and, when communicating orally regarding those procedures, an interpreter shall be provided.

**(cf. 5145.6 - Parental Notifications)**

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

**(cf. 1312.1 - Complaints Concerning District Employees)**

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

**(cf. 1312.3 - Uniform Complaint Procedures)**

**Notifications**

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign a statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

**(cf. 4112.9/4212.9/4312.9 - Employee Notifications)**

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal



liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Regulation CENTER UNIFIED SCHOOL DISTRICT  
approved: June 16, 2010 Antelope, California



**ACADEMIC STANDARDS**

Note: The following optional policy may be revised to reflect district practice.

Education Code 60605-60605.9 require the State Board of Education (SBE) to adopt statewide standards in specified core subject areas and authorize the SBE to adopt model standards in other subject areas. Statewide standards serve as the basis for the state's curriculum frameworks and state assessment of core curriculum areas. To date, the SBE has adopted content standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, and career technical education. Voluntary "preschool learning foundations," which describe the knowledge, skills, and competencies that children are expected to exhibit as they complete their first or second year of preschool, are under the jurisdiction of the Superintendent of Public Instruction rather than the SBE; see BP 5148.3 - Preschool/Early Childhood Education.

As added by SBX5 1 (Ch. 2, Fifth Extraordinary Session, Statutes of 2010), Education Code 60605.8 established a new Academic Content Standards Commission which was charged with reviewing and making a recommendation to the SBE regarding adoption of the Common Core Standards, a set of national voluntary standards in English language arts and mathematics developed through an initiative of the Council of Chief State School Officers and National Governors Association Center for Best Practices. Education Code 60605.8 authorized the Commission to add up to 15 percent of the state's standards to the Common Core Standards. On August 2, 2010, the SBE adopted the standards recommended by the Commission, which will be incorporated into the state's education system. For further information, see CSBA's Fact Sheet Common Core Standards.

Although the state standards are "models" rather than mandates, it is expected that the Governing Board will adopt local standards that meet or exceed the state standards. In addition, the Board may choose to adopt content standards in other subjects that are not addressed in the state standards.

The Governing Board shall adopt high standards for student achievement which challenge all students to reach their full potential and specify what students are expected to know and to be able to do at each grade level and in each area of study. These standards shall reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship.

The Superintendent or designee shall provide the Board with recommended standards using a process that involves teachers, school site and district administrators, students, parents/guardians, representatives from business/industry and postsecondary institutions, and/or community members. He/she shall ensure the proper articulation of standards between grade levels and the alignment of the standards with the district's vision and goals, graduation requirements, college entrance requirements, and other desired student outcomes. He/she also shall ensure that the standards are easily understandable and measurable.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*



**ACADEMIC STANDARDS (continued)**

Note: The following paragraph should be revised to reflect the courses of study offered by the district.

District content standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, career technical education, and preschool education shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.

*(cf. 5148.3 - Preschool/Early Childhood Education)*  
*(cf. 6142.2 - World/Foreign Language Instruction)*  
*(cf. 6142.6 - Visual and Performing Arts Education)*  
*(cf. 6142.7 - Physical Education and Activity)*  
*(cf. 6142.8 - Comprehensive Health Education)*  
*(cf. 6142.91 - Reading/Language Arts Instruction)*  
*(cf. 6142.92 - Mathematics Instruction)*  
*(cf. 6142.93 - Science Instruction)*  
*(cf. 6142.94 - History-Social Science Instruction)*  
*(cf. 6174 - Education for English Language Learners)*  
*(cf. 6178 - Career Technical Education)*

Note: In evaluating certificated employees, Education Code 44662 requires the Board to use standards of expected student achievement at each grade level in each area of study; see BP/AR 4115 - Evaluation/Supervision.

District curriculum, instruction, student assessments, and evaluations of the instructional program shall be aligned with district content standards. In accordance with Education Code 44662, standards of expected student achievement also shall be used in evaluating teacher performance.

*(cf. 0500 - Accountability)*  
*(cf. 4115 - Evaluation/Supervision)*  
*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6190 - Evaluation of the Instructional Program)*

Teachers and school administrators shall receive ongoing professional development to inform them of changes in the standards and to build their capacity to implement effective standards-based instructional methodologies.

*(cf. 4131 - Staff Development)*  
*(cf. 4331 - Staff Development)*

The Superintendent or designee shall annually communicate the applicable standards to students and their parents/guardians to inform them of the expectations for student learning at their grade level.



**ACADEMIC STANDARDS (continued)**

Staff shall continually assess students' progress toward meeting the standards, report each student's progress to the student and his/her parents/guardians, and offer remedial assistance in accordance with Board policy and administrative regulation.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 6177 - Summer School)*

*(cf. 6179 - Supplemental Instruction)*

The Superintendent or designee shall ensure that district standards are regularly reviewed and updated as necessary. At a minimum, district standards shall be reviewed whenever applicable statewide standards are revised and in response to changing student needs.

*Legal Reference: (see next page)*



**ACADEMIC STANDARDS (continued)***Legal Reference:*EDUCATION CODE44662 *Evaluation of certificated employees*51003 *Statewide academic standards*60605-60605.9 *Adoption of statewide academically rigorous content and performance standards*UNITED STATES CODE, TITLE 206311 *State academic standards and accountability for Title I, Part A**Management Resources:*CSBA PUBLICATIONS*Common Core Standards, Fact Sheet, August 2010*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve, January 2009**California Preschool Learning Foundations, Vol. 1, 2008**Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, March 2008**California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005**Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve, January 2005**Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve, January 2001**English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve, July 1999**History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998**Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998**English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, December 1997**Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve, December 1997*WEB SITESCSBA: <http://www.csba.org>California Department of Education: <http://www.cde.ca.gov>Common Core State Standards Initiative: <http://www.corestandards.org>Council of Chief State School Officers: <http://www.ccsso.org>National Governors Association Center for Best Practices: <http://www.nga.org/center>U.S. Department of Education: <http://www.ed.gov>



# **Board Policy**

## **Academic Standards**

### **BP 6011**

#### **Instruction**

The Governing Board shall adopt high academic standards for student achievement which challenge all students to reach their full potential and which clarify what students are expected to know and be able to do at each grade level and in each area of study.

The Superintendent or designee shall provide the Board with recommended standards. In developing these recommended standards, the Superintendent or designee shall use a process that involves teachers, school site and district administrators, students, parents/guardians, and community members. He/she shall ensure the alignment of the standards with the district's vision and goals and ensure the proper articulation of standards between grade levels.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 6143 - Courses of Study)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6146.5 - Elementary/Middle School Graduation Requirements)

District standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, career technical education, and preschool education shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.

- (cf. 5148.3 - Preschool/Early Childhood Education)
- (cf. 6142.2 - World/Foreign Language Instruction)
- (cf. 6142.6 - Visual and Performing Arts Education)
- (cf. 6142.7 - Physical Education)
- (cf. 6142.8 - Comprehensive Health Education)
- (cf. 6142.91 - Reading/Language Arts Instruction)
- (cf. 6142.92 - Mathematics Instruction)
- (cf. 6142.93 - Science Instruction)
- (cf. 6142.94 - History-Social Science Instruction)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6178 - Career Technical Education)

Teachers and school administrators shall receive professional development to ensure their understanding of the standards and to discuss effective instructional methods in preparing



students to meet the standards.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall annually communicate the applicable standards to students and their parents/guardians to inform them of the expectations for student learning at their grade level.

Staff shall continually assess students' progress toward meeting the standards, report each student's progress to the student and his/her parents/guardians, and offer remedial assistance in accordance with Board policy and administrative regulation.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

District standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum and assessment, and, in accordance with Education Code 44662, evaluating teacher performance.

(cf. 0500 - Accountability)

(cf. 4115 - Evaluation/Supervision)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6162.5 - Student Assessment)

(cf. 6190 - Evaluation of the Instructional Program)

The Superintendent or designee shall ensure that district standards are regularly reviewed and updated as necessary. At a minimum, district standards shall be reviewed whenever applicable statewide standards are revised and whenever data on student achievement demonstrate that students are not adequately achieving the standards in a particular grade level or subject area.

**Legal Reference:**

**EDUCATION CODE**

44662 Evaluation of certificated employees

51003 Statewide academic standards

60605-60605.5 Adoption of statewide academically rigorous content and performance standards

**UNITED STATES CODE, TITLE 20**

6311 State academic standards and accountability for Title I, Part A

**Management Resources:**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**



**World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2009**

**California Preschool Learning Foundations, Vol. 1, 2008**

**Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, March 2008**

**California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, 2006**

**Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve, January 2005**

**Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve, January 2001**

**English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve, July 1999**

**History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998**

**Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998**

**English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, December 1997**

**Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve, December 1997**

**WEB SITES**

**CSBA: <http://www.csba.org>**

**California Department of Education: <http://www.cde.ca.gov>**

**U.S. Department of Education: <http://www.ed.gov>**

**Policy CENTER UNIFIED SCHOOL DISTRICT  
adopted: November 4, 2009 Antelope, California**



**CEREMONIES AND OBSERVANCES****Holidays**

Note: The following list may be expanded to reflect district practice. Education Code 37220 allows the Governing Board to designate any other day as a holiday. In addition, Education Code 37220 provides that the Board, by adoption of a resolution, may revise the date upon which district schools close in observance of any of these holidays except Veterans Day, which must be celebrated on its actual date. Education Code 37220 also provides that a district may, if it so chooses, allow community groups to use school facilities on those dates when the school is closed for a holiday. See BP/AR 1330 - Use of School Facilities.

District schools shall be closed on the following holidays: (Education Code 37220)

New Year's Day	January 1
Dr. Martin Luther King Jr. Day	Third Monday in January or the Monday or Friday of the week in which January 15 occurs
Lincoln Day	The Monday or Friday of the week in which February 12 occurs
Washington Day	Third Monday in February
Memorial Day	Last Monday in May
Independence Day	July 4
Labor Day	First Monday in September
Veterans Day	November 11
Thanksgiving Day	The Thursday in November designated by the President
Christmas Day	December 25

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

Note: The following paragraph is optional. Education Code 37220.5 and 37220.7 authorize the closing of school on March 31 in observance of Cesar Chavez Day and/or on the fourth Friday in September for Native American Day, provided that the Board agrees to do so in a memorandum of understanding reached with employee bargaining units pursuant to Government Code 3540-3549.3. The following paragraph should be modified to reflect any agreements reached by the Board and the bargaining units and should be deleted entirely if no such agreements have been reached.



**CEREMONIES AND OBSERVANCES (continued)**

~~In addition, the district has reached agreement with the district employee organizations pursuant to Government Code 3540-3549.3 to close schools in observance of the following holidays:~~

~~Cesar Chavez Day ————— March 31~~

~~Native American Day ————— Fourth Friday in September~~

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

*(cf. 6111 - School Calendar)*

**Commemorative Exercises**

Note: As listed in the section below, Education Code 37220, 37221, and 45460 require the observance of various special days with suitable commemorative exercises. In addition, both federal and state law (36 USC 106, Note and Education Code 37221) require districts to hold commemorative exercises for U.S. Constitution Day and Citizenship Day each year on or near September 17; see BP 6142.3 - Civic Education.

Education Code 37222-37222.17 (as added and renumbered by AB 1775, Ch. 241, Statutes of 2010) and 51009, as well as various legislative resolutions, have designated other days of special significance on which schools are encouraged, but not required, to conduct appropriate commemorative exercises, including: (1) School Board Recognition Month in January; (2) Ed Roberts Day on January 23 (added by SB 1256, Ch. 115, Statutes of 2010); (3) Fred Korematsu Day of Civil Liberties and the Constitution on January 30 (added by AB 1775); (4) Ronald Reagan Day on February 6 (added by SB 944, Ch. 114, Statutes of 2010); (5) Week of the School Administrator on the first full week of March; (6) California Agriculture Day on the first day of spring each year; (7) Welcome Home Vietnam Veterans Day on March 30 (added by AB 717, Ch. 158, Statutes of 2009); (8) California Poppy Day on April 6; (9) Labor History Week during the first week of April; (10) John Muir Day on April 21; (11) the Day of the Teacher on the second Wednesday in May; (12) Harvey Milk Day on May 22 (added by SB 572, Ch. 626, Statutes of 2009); and (13) Bill of Rights Day on December 15.

Pursuant to Education Code 37220.5 and 37220.7, districts also may, but are not required to, conduct commemorative exercises for Cesar Chavez Day and Native American Day in addition to or instead of closing school on those days; see section above on "Holidays." The State Board of Education has adopted model curriculum, which can be found on the California Department of Education's website, for school use on these days. The list below may be modified to include any optional days of special significance so designated by the Board.

District schools shall hold exercises in accordance with law to commemorate the following special days: (Education Code 37220, 37221, 45460)

U.S. Constitution and Citizenship Day      On or near September 17



**CEREMONIES AND OBSERVANCES (continued)**

Dr. Martin Luther King, Jr. Day	The Friday before the day schools are closed for this holiday
Abraham Lincoln's Birthday	The school day before the day schools are closed for this holiday
Susan B. Anthony Day	February 15
George Washington's Birthday	The Friday preceding the third Monday in February
Black American Day	March 5
Conservation, Bird, and Arbor Day	March 7
Classified Employee Week	Third week in May

Commemorative exercises shall be integrated into the regular educational program to the extent feasible.

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6142.3 - Civic Education)

**Patriotic Exercises**

Note: Education Code 52720 requires all schools to conduct patriotic exercises daily. Pursuant to Education Code 52720 and 52730, this requirement may be satisfied by reciting the Pledge of Allegiance and/or through the instruction described below.

Each school shall conduct patriotic exercises daily. These patriotic exercises shall consist of the reciting of the Pledge of Allegiance and may also include instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

Note: The following paragraph is for use by districts maintaining elementary schools.

At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

Note: For secondary schools, Education Code 52720 requires that the patriotic exercises be conducted in accordance with mandated regulations adopted by the Board. Districts maintaining secondary schools should modify the following paragraph to reflect district practice.

At secondary schools, such exercises shall be conducted during the homeroom period.



**CEREMONIES AND OBSERVANCES (continued)**

Note: Federal courts have held that individuals may not be compelled to salute the flag or to stand during the salute. (West Virginia State Board of Education et al v. Barnette et al.)

Individuals may choose not to participate in the flag salute for personal reasons.

**Display of Flag**

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used. (4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
4. On the day of death and the following day for a Member of Congress
5. On Memorial Day, until noon only
6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty
8. On other occasions by order of the President and in accordance with presidential instructions or orders



# **Administrative Regulation**

## **Ceremonies And Observances**

**AR 6115**  
**Instruction**

### **Holidays**

District schools shall be closed in observance of the following holidays:

New Year's Day      January 1

Dr. Martin Luther      Third Monday in January or the  
King, Jr. Day      Monday or Friday of the week in which January 15 occurs

Lincoln Day      The Monday or Friday of the week in which February 12 occurs

Washington Day      Third Monday in February

Memorial Day      Last Monday in May

Independence Day      July 4

Labor Day      First Monday in September

Veterans Day      November 11

Thanksgiving Day      That Thursday in November designated by the President

Christmas Day      December 25

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

(cf. 6111 - School Calendar)

### **Commemorative Exercises**

District schools shall hold exercises to commemorate the following special days:



(Education Code 37220, 37221, 45460)

**U.S. Constitution and Citizenship Day,**      **On or near September 17**  
including exercises and instruction in  
the purpose, meaning, and importance of  
the Constitution and Bill of Rights

**Dr. Martin Luther King, Jr. Day**      **The Friday before the day schools are closed for this holiday**

**Lincoln's Birthday**      **The school day before the day schools are closed for this holiday**

**Susan B. Anthony Day**      **February 15**

**George Washington's Birthday**      **The Friday preceding the third Monday in February**

**Black American Day**      **March 5**

**Conservation, Bird, and Arbor Day**      **March 7**

**Classified Employee Week**      **Third Week in May**

**In addition, the Board has authorized schools to hold commemorative exercises for the following additional special days:**

**School Board Recognition Month**      **January**

**Week of the School Administrator**      **First full week of March**

**Cesar Chavez Day**      **March 31**

**California Poppy Day**      **April 6**

**John Muir Day**      **April 21**

**Day of the Teacher**      **Second Wednesday in May**

**Native American Day**      **Fourth Friday in September**

**Bill of Rights Day**      **December 15**

#### **Patriotic Exercises**

**Each school shall conduct patriotic exercises daily. These patriotic exercises shall consist of the reciting of the Pledge of Allegiance and may also include instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and**



understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

Individuals may choose not to participate in the flag salute for personal reasons.

At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

At secondary schools, such exercises shall be conducted during the homeroom period.

#### **Display of Flag**

The flag of the United States and the flag of California shall be displayed during school days at the entrance or on the grounds of every school. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until internment of an Associate Justice of the Supreme Court, a secretary of executive or military department, former Vice President, and the Governor of a state
4. On the day of death and the following day for a Member of Congress
5. On Peace Officers Memorial Day (May 15), unless that day is also Armed Forces Day

In addition, upon order of the President, the national flag shall be flown at half-staff upon the death of principal figures of the United States government and the Governor of a state, as a mark of respect to their memory. In the event of death of other officials or foreign dignitaries, the flag shall be displayed at half-staff according to presidential instructions or orders, or in accordance with recognized customs or practices not inconsistent with law. In the event of the death of a present or former official of the government of the state or the death of a member of the Armed Forces from the state who has died while serving on active duty, the Governor may proclaim that the flag be flown at half-staff. (4 USC 7)




**INDIVIDUALIZED EDUCATION PROGRAM**

**Note:** The following mandated administrative regulation reflects the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482), implementing federal regulations (34 CFR 300.1-300.818), and conforming state legislation. Note that in cases where state law provides greater protections, state law supersedes federal law.

Pursuant to Education Code 56302.5, the term "assessment" as used in state law has the same meaning as "evaluation" provided in 20 USC 1414, the federal Individuals with Disabilities Education Act (IDEA) and accompanying federal regulations. The following administrative regulation use the terms interchangeably.


**Members of the Individualized Education Program Team**

The district shall ensure that the individualized education program (IEP) team for any student with a disability includes the following members: (Education Code 56341, 56341.2, 56341.5; 20 USC 1414(d)(1); 34 CFR 300.321)

- 
1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian
  2. If the student is or may be participating in the regular education program, at least one regular education teacher  
  
If more than one regular education teacher is providing instructional services to the student, the district may designate one such teacher to represent the others.
  3. At least one special education teacher or, where appropriate, at least one special education provider for the student
  4. A representative of the district who is:
    - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
    - b. Knowledgeable about the general education curriculum
    - c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

5. An individual who can interpret the instructional implications of assessment results



This individual may already be a member of the team as described in items #2-4 above or in item #6 below.



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item #6 below has "knowledge or special expertise" must be made by the party (either the district or parent/guardian) who invites the individual to the IEP team meeting.

The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46670, explains that a person who does not have knowledge and special expertise regarding the student, and who is not requested to be present at the IEP team meeting by the parent/guardian or district, would not be permitted to be a member of the team or attend the meeting as an observer. This comment is consistent with an Attorney General opinion (85 Ops.Cal.Atty.Gen. 157 (2002)), which stated that members of the media may not attend an IEP team meeting as observers even though the parents/guardians have consented to such attendance. The Attorney General based this decision on the fact that the media would be "observers," not a "person with knowledge or expertise," as detailed below.

6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.

7. Whenever appropriate, the student with a disability

Note: Pursuant to 34 CFR 300.321, the student with a disability must also be invited to attend the IEP meeting if a purpose of the meeting is consideration of his/her postsecondary goals and the transition services needed to assist the student in reaching those goals, as provided in item #8 below.

8. For transition service consideration:

- a. The student, regardless of his/her age, if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist him/her in reaching those goals pursuant to 34 CFR 300.320(b)

If the student does not attend the IEP team meeting, the district shall take other steps to ensure that his/her preferences and interests are considered.

- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services

9. For students suspected of having a specific learning disability in accordance with 34 CFR 300.308 and 34 CFR 300.310, at least one individual who is qualified to conduct



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher

In accordance with 34 CFR 300.310, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

10. For students who have been placed in a group home by the juvenile court, a representative of the group home

If a student with a disability is identified as potentially requiring mental health services, the district shall request the participation of the county mental health program in the IEP team meeting prior to referring the student to a county mental health agency for services. (Education Code 56331)

Upon request of the parent/guardian of a child who was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), the district shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414(d)(1)(D); 34 CFR 300.321)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

**Parent/Guardian Participation and Other Rights**

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:
  - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)
  - b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)
2. An indication that the student is invited to the IEP team meeting
3. Identification of any other agency that will be invited to send a representative

*(cf. 5145.6 - Parental Notifications)*

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, the district shall provide complete copies of the records within five business days. (Education Code 56043)

*(cf. 5125 - Student Records)*

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the district is unable to convince the parent/guardian that he/she should attend. In such a case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Note: Pursuant to Education Code 56341.1, parents/guardians and the district may audio record an IEP meeting subject to certain requirements as specified in the following paragraph. Audio recordings made by a district, SELPA, or county office of education are subject to the federal Family Educational Rights and Privacy Act (20 USC 1232g) and the confidentiality requirements of 34 CFR 300.610-300.626.

Parents/guardians and the district shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the district gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

The district shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The district shall give the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

**Parent/Guardian Consent**

Before providing special education and related services, the district shall seek to obtain informed consent pursuant to 20 USC 1414(a)(1). The district shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services. If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the district determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with a free appropriate public education (FAPE), a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the district agree otherwise. (Education Code 56346)

Note: 34 CFR 300.300 authorizes a parent/guardian to revoke consent, in writing, for the continued provision of special education and related services for his/her child at any time. Once this revocation has been received, the district need not convene an IEP team meeting or develop an IEP, but rather must promptly provide "prior written notice" and, within a reasonable period of time, discontinue all services to the child. For details regarding the contents of the prior written notice, see AR 6159.1 - Procedural Safeguards and Complaints for Special Education.

In addition, 34 CFR 300.300 and Education Code 56346, as amended by AB 1841 (Ch. 243, Statutes of 2010), specify that a district may not override the parent/guardian's revocation by filing for a due process hearing or requesting mediation in order to require that services be provided. In such a situation, the district shall be deemed to be in compliance with the requirement to make free appropriate public education (FAPE) available to the student and is under no obligation to convene an IEP team meeting or to develop an IEP for further provision of special education and related services to the student.

If at any time subsequent to the initial provision of services, the student's parent/guardian revokes consent, in writing, for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

ceasing to provide services to the student. The district shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

**Note:** The following paragraph is optional and should be modified to reflect district practice.

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

**Note:** Pursuant to 34 CFR 300.9, when a parent/guardian revokes his/her consent for provision of special education services, the district is not required to amend the student's records to remove any reference to the student's prior receipt of special education services. In some circumstances, a student no longer receiving special education services may be eligible for accommodation under Section 504 of the Rehabilitation Act of 1973 (see BP/AR 6164.6 - Identification and Education under Section 504) but the law is unclear. Districts with questions should consult legal counsel, as appropriate.

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

**Contents of the IEP**

The IEP shall be a written statement developed, reviewed, and revised in a meeting of the IEP team. It shall include, but is not limited to, all of the following: (Education Code 56043, 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
  - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
  - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities
  - c. For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

Note: Education Code 56345 requires a statement of a student's academic and functional goals, as specified below and expresses legislative recognition that, although some students with disabilities may not meet the growth projected in the annual goals and objectives, districts must make a good faith effort to assist the students in achieving the goals in their IEP.

2. A statement of measurable annual goals, including academic and functional goals, designed to:
  - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
  - b. Meet each of the student's other educational needs that result from his/her disability
3. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards
4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
  - a. Advance appropriately toward attaining the annual goals
  - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
  - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the statement, pursuant to Education Code 56345(a)

*(cf. 3541.2 - Transportation for Students with Disabilities)*

5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the statement mentioned in item #4 above



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

Note: Pursuant to 20 USC 1412(a), students with disabilities must be included in state and district assessments, such as the Standardized Testing and Reporting Program (Education Code 60640-60649) and the California High School Exit Examination (Education Code 60850-60859), with appropriate accommodations. See AR 6162.51 - Standardized Testing and Reporting Program and AR 6162.52 - High School Exit Examination for details regarding permitted accommodations.

34 CFR 300.320 and Education Code 56345 require a description of the individual accommodations that will be used by the student and, if the student will not participate in the regular assessment, a statement as to the reason for that determination and what alternate assessment will be provided.

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6162.52 - High School Exit Examination)*

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
  - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
  - b. The transition services, including courses of study, needed to assist the student in reaching those goals
9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18, pursuant to Education Code 56041.5

Where appropriate, the IEP shall also include: (Education Code 56345)



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6146.11 - Alternative Credits Toward Graduation)*

2. Linguistically appropriate goals, objectives, programs, and services for students whose native language is not English

*(cf. 6174 - Education for English Language Learners)*

3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE

*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 6177 - Summer School)*

4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
- b. Support the transition of the student from the special education program into the regular education program

*(cf. 6176 - Weekend/Saturday Classes)*  
*(cf. 6178 - Career Technical Education)*  
*(cf. 6181 - Alternative Schools/Programs of Choice)*

5. Specialized services, materials, and equipment for students with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

**Development, Review, and Revision of the IEP**

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.324)

1. The strengths of the student



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial assessment or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.

9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

**Note:** Education Code 56043 and 56380 mandate the district to maintain procedures to ensure that the IEP team reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and, as appropriate, revises the IEP to address the conditions specified below.



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

The Superintendent or designee shall ensure that the IEP team: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement
2. Revises the IEP, as appropriate, to address:
  - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
  - b. The results of any reassessment conducted pursuant to Education Code 56381
  - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)
  - d. The student's anticipated needs
  - e. Other matters
3. Considers the special factors listed in items #5-9 above when reviewing the IEP of a student with a disability who has additional behavior or communication needs

The IEP team shall also meet: (Education Code 56343)

1. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment
2. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of: (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324)

1. Appropriate positive behavioral interventions and supports and other strategies for the student

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

2. Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320

To the extent possible, the district shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

Note: 34 CFR 300.324 requires that the IEP team be informed when the IEP is amended under the circumstances described below.

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the district may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the district shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

Note: Education Code 56157 specifies that when the district has placed a foster student in a nonpublic, nonsectarian school, the district must conduct an annual evaluation, as specified below. In addition, Education Code 56157 requires the nonpublic, nonsectarian school to report to the district regarding the educational progress made by the student.

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the district shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*  
*(cf. 6173.1 - Education for Foster Youth)*



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following: (Education Code 56043)

1. The case progress
2. The continuing need for out-of-home placement
3. The extent of compliance with the IEP
4. Progress toward alleviating the need for out-of-home care

**Timelines for the IEP and for the Provision of Services**

At the beginning of each school year, the district shall have an IEP in effect for each student with a disability within district jurisdiction. (Education Code 56344; 34 CFR 300.323)

Note: Pursuant to 34 CFR 300.323, the district is required to make special education services available to the student as soon as possible after the IEP is developed.
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The district shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. The district shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (Education Code 56344; 34 CFR 300.323)

An IEP required as a result of an assessment of the student shall be developed within 60 days (not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days) from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56344)

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a student for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code 56344)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

**Note:** Education Code 56195.8 mandates that the district's policy set forth procedures and timelines for the review of a classroom assignment of a student with disabilities when so requested by a regular or special education teacher. Education Code 56195.8 does not state a specific deadline for the review. The following paragraph provides a timeline of 20 days for reviewing the request and 30 days for convening an IEP team meeting. The district should revise this timeline to be consistent with district practice and the policies and regulations of the SELPA in which the district participates and should specify the title of the individual responsible for the review, rather than "Superintendent or designee."

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

The district shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The district shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

**Transfer Students**

**Note:** Education Code 56325 details the requirements for students transferring from districts within and outside of California, as specified below.

To facilitate the transition of a student with a disability who is transferring into the district, the district shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from another school district within the same SELPA during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, the district shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from an out-of-state district during the school year, the district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the district conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)



# **Administrative Regulation**

## **Individualized Education Program**

**AR 6159**  
**Instruction**

### **Members of the Individualized Education Program (IEP) Team**

The district shall ensure that the individualized education program team for any student with a disability includes the following members: (20 USC 1414(d)(1); 34 CFR 300.321; Education Code 56341, 56341.2, 56341.5)

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian
2. If the student is or may be participating in the regular education program, at least one regular education teacher

If more than one regular education teacher is providing instructional services to the student, the district may designate one such teacher to represent the others.

3. At least one special education teacher or, where appropriate, at least one special education provider for the student
4. A representative of the district who is:
  - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
  - b. Knowledgeable about the general education curriculum
  - c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources

(cf. 0430 - Comprehensive Local Plan for Special Education)

5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate







The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Education Code 56341)

7. Whenever appropriate, the student with a disability

8. For transition service participants:

a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals pursuant to 34 CFR 300.320(b)

If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.

b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services

If a representative of such other local agency has been invited but does not attend the meeting, the district shall take other steps to obtain participation of the agency in the planning of any transition services. (Education Code 56341)

9. For students suspected of having a specific learning disability in accordance with 34 CFR 300.308 (formerly 300.540) and 34 CFR 300.310 (formerly 300.542), at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher (Education Code 56341)

In accordance with 34 CFR 300.310 (formerly 300.542), at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. (Education Code 56341)

10. For students who have been placed in a group home by the juvenile court, a representative of the group home

If a student with a disability is identified as potentially requiring mental health services, the district shall request the participation of the county mental health program in the IEP team meeting. (Education Code 56331)

Upon request of the parent/guardian of a child who was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), the district



shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (20 USC 1414(d)(1)(D); 34 CFR 300.321; Education Code 56341)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the district agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC 1414(d)(1)(C); 34 CFR 300.321; Education Code 56341)

#### **Parent/Guardian Participation and Other Rights**

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR 300.322; Education Code 56341.5)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (34 CFR 300.322; Education Code 56341.5)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform the parents/guardians of the provisions of 34 CFR 300.321(a)(6) and (c) relating to the participation on the IEP team of other individuals who have knowledge or special expertise about the student, and 34 CFR 300.321(f) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting
4. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
  - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to 20 USC 1414(d)(1)(A)(i)(VIII), 34 CFR 300.320(b), and Education Code 56345.1
  - b. Indicate that the district will invite the student to the IEP team meeting
  - c. Identify any other agency that will be invited to send a representative



**(cf. 5145.6 - Parental Notifications)**

**At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)**

**(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)**

**The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, the district shall provide complete copies of the records within five business days. (Education Code 56043)**

**(cf. 5125 - Student Records)**

**If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)**

**An IEP team meeting may be conducted without a parent/guardian in attendance if the district is unable to convince the parent/guardian that he/she should attend. In such a case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including: (34 CFR 300.322; Education Code 56341.5)**

- 1. Detailed records of telephone calls made or attempted and the results of those calls**
- 2. Copies of correspondence sent to the parent/guardian and any responses received**
- 3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits**

**Parents/guardians and the district shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the district gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Parents/guardians also have the right to: (Education Code 56341.1)**

- 1. Inspect and review the audiotapes**
- 2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights**



**3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights**

**The district shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)**

**The district shall give the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322)**

#### **Contents of the IEP**

**The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (20 USC 1414(d)(1)(A); 34 CFR 300.320; Education Code 56043, 56345, 56345.1)**

**1. A statement of the present levels of the student's academic achievement and functional performance, including:**

**a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)**

**b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities**

**2. A statement of measurable annual goals, including academic and functional goals, designed to do the following:**

**a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum**

**b. Meet each of the student's other educational needs that result from the his/her disability**

**c. For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives**

**3. A description of the manner in which the progress of the student toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards**



4. A statement of the specific special educational instruction and related services and supplementary aids and services, based on peer-reviewed research, to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:

- a. Advance appropriately toward attaining the annual goals
- b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
- c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in Education Code 56345(a)

(cf. 3541.2 - Transportation for Students with Disabilities)

5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in item #4 above

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, a statement of all of the following:

- a. The reason that the student cannot participate in the regular assessment
- b. The reason that the particular alternate assessment selected is appropriate for the student

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications

8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:

- a. Appropriate measurable postsecondary goals based upon age-appropriate transition



assessments related to training, education, employment, and where appropriate, independent living skills

b. The transition services, including courses of study, needed to assist the student in reaching those goals

9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to Education Code 56041.5 that will transfer to the student upon reaching age 18

Where appropriate, the IEP shall also include: (Education Code 56345)

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

2. Linguistically appropriate goals, objectives, programs, and services for students whose native language is not English

3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer School)

4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day

The IEP shall include descriptions of activities intended to:

a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week

b. Support the transition of the student from the special education program into the regular education program

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6178 - Vocational Education)

(cf. 6181 - Alternative Schools)

5. Specialized services, materials, and equipment for students with low incidence



disabilities, consistent with the guidelines pursuant to Education Code 56136

#### **Development, Review, and Revision of the IEP**

In developing the IEP, the IEP team shall consider all of the following: (20 USC 1414(d)(3)(A); 34 CFR 300.324; Education Code 56341.1, 56345)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial assessment or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, including the following: (Education Code 56345)

- a. The student's primary language mode and language, which may include the use of spoken language, with or without visual cues, and/or the use of sign language
- b. The availability of a sufficient number of age, cognitive, and language peers of similar abilities which may be met by consolidating services into a local plan area-wide program



or providing placement pursuant to Education Code 56361

c. Appropriate, direct, and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language consistent with existing law regarding teacher training requirements

d. Services necessary to ensure communication-accessible academic instructions, school services, and extracurricular activities consistent with the federal Vocational Rehabilitation Act and the federal Americans with Disabilities Act

9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team must include a statement to that effect in the student's IEP. (Education Code 56341.1)

The Superintendent or designee shall ensure that the IEP team: (20 USC 1414(d)(4); 34 CFR 300.324; Education Code 56043, 56341.1, 56380)

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement

2. Revises the IEP, as appropriate, to address:

a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate

b. The results of any reassessment conducted pursuant to Education Code 56381

c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)

d. The student's anticipated needs

e. Other matters

3. Considers the special factors listed in items #5-9 above when reviewing the IEP

The IEP team shall also meet: (Education Code 56343)

1. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment

2. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP



If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (20 USC 1414(d); 34 CFR 300.324; Education Code 56345.1)

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of: (20 USC 1414(d)(3)(C); 34 CFR 300.324; Education Code 56341)

1. Appropriate positive behavioral interventions and supports and other strategies for the student

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

2. Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320

To the extent possible, the district shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the district may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the district shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the district shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

(cf. 6173.1 - Education for Foster Youth)

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following: (Education Code 56043)



1. The case progress
2. The continuing need for out-of-home placement
3. The extent of compliance with the IEP
4. Progress toward alleviating the need for out-of-home care

#### **Timelines for the IEP and for the Provision of Services**

At the beginning of each school year, the district shall have an IEP in effect for each student with a disability within district jurisdiction. (34 CFR 300.323; Education Code 56344)

The district shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. The district shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (34 CFR 300.323; Education Code 56344)

An IEP required as a result of an assessment of the student shall be developed within 60 days (not counting days between the student's regular school sessions, terms or days of school vacation in excess of five school days) from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56344)

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a student for whom a referral has been made 20 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time limit shall recommence on the date that student's school days reconvene. (Education Code 56344)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a special education student by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the



Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

The district shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The district shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

Before providing special education and related services, the district shall seek to obtain informed consent pursuant to 20 USC 1414(a)(1). If the parent/guardian refuses to consent to the initiation of services, the district shall not provide the services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f). If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the parent/guardian refuses all services in the IEP after having consented to those services in the past, the district shall file a request for a due process hearing. If the district determines that a part of the proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the district agree otherwise. (Education Code 56346)

#### **Transfer Students**

To facilitate a transfer student's transition, this district shall take reasonable steps to promptly obtain the records of a student with disabilities transferring into this district, including his/her IEP and the supporting documents related to the provision of special education services. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this district during the school year from a district within this same SELPA, this district shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the student's parent/guardian and district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this district during the school year from a California district outside of this district's SELPA, this district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, this district shall, in consultation with the parents/guardians, adopt the other district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)



If a student with disabilities transfers to this district during the school year from an out-of-state district, this district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as this district conducts an assessment, if this district determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (34 CFR 300.323; Education Code 56325)

Regulation      CENTER UNIFIED SCHOOL DISTRICT  
approved: May 2, 2007      Antelope, California



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

**Note:** The Governing Board is responsible for the adoption of textbooks and other instructional materials, as defined in Education Code 60010. For grades K-8, if a district wants to use state instructional materials allowances to purchase those materials, Education Code 60200 requires the Board to select materials from among those approved by the State Board of Education (SBE). For grades 9-12, Education Code 60400 and 60411 authorize the Board to select the district's materials, provided that such materials meet criteria specified in law. See the accompanying administrative regulation for required and optional criteria for the selection of instructional materials. See BP 6161.11 - Supplementary Instructional Materials and BP/AR 6163.1 - Library Media Centers for selection processes regarding supplementary materials.

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with state and district content standards and the district's curriculum in order to ensure that they effectively support the district's adopted courses of study.

*(cf. 0440 - District Technology Plan)*  
*(cf. 6000 - Concepts and Roles)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6161 - Equipment, Books and Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6163.1 - Library Media Centers)*  
*(cf. 9000 - Role of the Board)*

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board.

**Note:** Pursuant to Education Code 60002, the Board must provide for "substantial" teacher involvement in the selection of instructional materials and must promote the involvement of parents/guardians and other members of the community in the selection of instructional materials. The Education Code does not define "substantial." See the accompanying administrative regulation for a sample selection process. The following paragraph may be revised to reflect district practice.



## SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members. (Education Code 60002)

All recommended instructional materials shall be available for public inspection at the district office.

*(cf. 5020 - Parent Rights and Responsibilities)*

Individuals who participate in the selection or evaluation of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.

*(cf. 9270 - Conflict of Interest)*

Note: Complaints regarding the contents of instructional materials are addressed in BP/AR 1312.2 - Complaints Concerning Instructional Materials. See AR 1312.4 - Williams Uniform Complaint Procedures for language regarding complaints about deficiencies in instructional materials.

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

Note: The Instructional Materials Funding Realignment Program (IMFRP), Education Code 60420-60424, provides a block grant for instructional materials with a priority on materials that are aligned to state standards in the core courses of reading/language arts, mathematics, science, and history-social science.

Education Code 42605 authorizes districts that have accepted categorical flexibility to use funds received for the IMFRP from the 2008-09 through 2012-13 fiscal years for "any educational purpose"; see BP 2210 - Administrative Discretion Regarding Board Policy and BP 3110 - Transfer of Funds. Education Code 42605 provides that such districts shall then be deemed in compliance with all statutory and regulatory requirements, except for certain specified requirements including Education Code 60119. Therefore, during this flexibility period, districts do not need to certify, as required by Education Code 60422 and 5 CCR 9531, that each student has been provided with standards-aligned textbooks or instructional materials. However, districts still must comply with the requirements of Education Code 60119, including ensuring that each student is provided with standards-aligned instructional materials and holding a hearing regarding sufficiency of materials.

The following paragraph may be revised to reflect the grade levels offered by the district.

The Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

standards in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. Students in grades K-8 shall be provided with instructional materials adopted by the State Board of Education.

Note: SBE Policy on Guidelines for Piloting Textbooks and Instructional Materials provides a sample process for piloting instructional materials that addresses the selection of materials to pilot, a chronology of the process, and additional considerations, such as conflict of interest, contacts with publishers, and consideration of standards maps.

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

**Public Hearing on Sufficiency of Textbooks or Instructional Materials**

Note: As a condition of receiving state instructional materials funding, Education Code 60119 and 5 CCR 9531 require the Board to hold a public hearing on the sufficiency of textbooks or instructional materials to determine whether each student in the district has sufficient textbooks or instructional materials in reading/language arts, mathematics, science, and history-social science that are aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the SBE.

As part of the settlement of the Williams litigation, Education Code 1240 requires the County Superintendent of Schools to review the textbooks or instructional materials of schools ranked in Deciles 1-3 of the Academic Performance Index. If the County Superintendent determines that a school does not have sufficient materials, he/she must prepare a report outlining the noncompliance and give the district a chance to remedy the deficiency. If the deficiency is not remedied by the second month of the school year, the County Superintendent may request that the California Department of Education (CDE) purchase textbooks or materials for the district, and the cost must be repaid by the district. The CDE will issue a public statement at a meeting of the SBE indicating the district's failure to provide instructional materials.

The Board shall annually conduct one or more public hearings on the sufficiency of the district's textbooks or instructional materials. (Education Code 60119; 5 CCR 9531)

Note: Education Code 60119 specifies that the hearing must be held within eight weeks of the beginning of the school year. Option 1 is for use by districts without any schools on a multitrack year-round calendar. Option 2 is for use by districts with schools on a multitrack year-round calendar.

**OPTION 1:** The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

~~**OPTION 2:** The hearing shall be held on or before the end of the eighth week from the first day of the school year of any district school that operates on a multitrack year-round calendar that begins its school year in August or September. (Education Code 60119)~~



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

**Note:** The remainder of this policy applies to districts that selected either option.

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing and in three public places within the district, the Superintendent or designee shall post a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

*(cf. 9322 - Agenda/Meeting Materials)*

**Note:** Education Code 60119 requires the Board to adopt a resolution indicating whether or not each student in each school has sufficient textbooks or instructional materials. See the accompanying Exhibit for a sample resolution.

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials in each of the following subjects which are aligned to the state content standards adopted pursuant to Education Code 60605 and consistent with the content and cycles of the state's curriculum frameworks: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program

**Note:** Pursuant to Education Code 60119, the Board must also make a written determination during the hearing as to the sufficiency of textbooks or instructional materials in foreign language and health courses, as well as science laboratory equipment in science laboratory courses. A district's provision of the materials or the equipment in these courses is not a condition for receipt of state instructional materials funds. Districts without any of grades 9-12 should delete the last sentence of the following paragraph.

The Board shall also make a written determination as to whether each student enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the state curriculum frameworks. The Board shall determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

**Note:** AB 2211 (Ch. 254, Statutes of 2010) amended Education Code 60119 to provide that "sufficient textbooks or instructional materials" may include materials in a digital format under the conditions described below.



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

**Note:** In addition to the definition of "sufficiency" in Education Code 60119, Education Code 1240.3 and 42605 specify that, for the 2008-09 through 2012-13 fiscal years, "sufficiency" means that all students in the district who are enrolled in the same course have "identical" standards-aligned textbooks and instructional materials from the same adoption cycle. Education Code 1240.3 does not require districts to purchase all of the instructional materials included in an adoption cycle if the materials that are purchased are made available to all the students for whom they are intended in all of the schools within the district.

For example, fourth-grade students at all district schools must have instructional materials from the same SBE Reading/Language Arts adoption cycle, though fourth-grade students at different schools could be using materials from different publishers within the same adoption cycle. However, the district may use materials from different adoption cycles for grades K-3 and grades 4-8 since those students are not in the same "course."

For the 2008-09 through 2012-13 fiscal years, the Board shall also make a determination that all students within the district who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3, 60119, and 60422. (Education Code 1240.3, 42605)

**Note:** Pursuant to Education Code 60119, if the Board makes a determination that there are insufficient textbooks and/or instructional materials, the Board must take action to ensure that the textbooks are provided within two months of the beginning of the school year. According to various state agencies, if the Board takes action at the hearing to provide the textbooks (i.e., directs staff to order the textbooks), then the timelines in law have been satisfied. However, districts are strongly encouraged to hold the public hearing as early in the school year as possible in order to provide sufficient time to correct any deficiencies.

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)***Legal Reference:***EDUCATION CODE**

1240 County superintendent, general duties  
 1240.3 Definition of sufficiency for categorical flexibility  
 33050-33053 General waiver authority  
 33126 School accountability report card  
 35272 Education and athletic materials  
 42605 Tier 3 categorical flexibility  
 44805 Enforcement of course of studies; use of textbooks, rules and regulations  
 49415 Maximum textbook weight  
 51501 Subject matter reflecting on race, color, etc.  
 60000-60005 Instructional materials, legislative intent  
 60010 Definitions  
 60040-60052 Instructional requirements and materials  
 60060-60062 Requirements for publishers and manufacturers  
 60070-60076 Prohibited acts (re instructional materials)  
 60110-60115 Instructional materials on alcohol and drug education  
 60119 Public hearing on sufficiency of materials  
 60200-60206 Elementary school materials  
 60226 Requirements for publishers and manufacturers  
 60240-60252 State Instructional Materials Fund  
 60350-60352 Core reading program instructional materials  
 60400-60411 High school textbooks  
 60420-60424 Instructional Materials Funding Realignment Program  
 60510-60511 Donation for sale of obsolete instructional materials  
 60605 State content standards  
**CODE OF REGULATIONS, TITLE 5**  
 9505-9535 Instructional materials, especially:  
 9531-9532 Instructional Materials Funding Realignment Program

*Management Resources:***CSBA PUBLICATIONS**

*Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009*

**CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE**

1002.90 Selection of Instructional Materials, CIL: 90/91-02

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*Standards for Evaluation of Instructional Materials with Respect to Social Content, rev. 2000*

**STATE BOARD OF EDUCATION POLICIES**

01-05 *Guidelines for Piloting Textbooks and Instructional Materials*, September 2001

**WEB SITES**

CSBA: <http://www.csba.org>

Association of American Publishers: <http://www.publishers.org>

California Department of Education: <http://www.cde.ca.gov>



# **Board Policy**

## **Selection And Evaluation Of Instructional Materials**

**BP 6161.1**

### **Instruction**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are aligned with the state content standards, meet other criteria specified in law, and are an effective learning resource to help students achieve grade-level competency.

(cf. 6000 - Concepts and Roles)

(cf. 9000 - Role of the Board)

To ensure that instructional materials effectively support the district's adopted courses of study, the selection of textbooks, technology-based materials, other educational materials, and tests shall be aligned with the development and evaluation of the district's curriculum and standards.

(cf. 0440 - District Technology Plan)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.5 - Student Assessment)

(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board.



**This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members. (Education Code 60002)**

**All recommended instructional materials shall be available for public inspection at the district office.**

**(cf. 5020 - Parent Rights and Responsibilities)**

**Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.**

**(cf. 9270 - Conflict of Interest)**

**Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.**

**(cf. 1312.2 - Complaints Concerning Instructional Materials)**

**(cf. 1312.4 - Williams Uniform Complaint Procedures)**

**The Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. Students in grades K-8 shall be provided with instructional materials adopted by the State Board of Education.**

**The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.**

**Public Hearing on Sufficiency of Instructional Materials**

**The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials. (Education Code 60119)**

**The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)**

**The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. The Superintendent or designee shall post, 10 days prior to the hearing and in three public places within the district, a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)**



(cf. 9322 - Agenda/Meeting Materials)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school has sufficient textbooks and/or instructional materials that are aligned to the state content standards adopted pursuant to Education Code 60605 in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program

The Board shall also make a written determination as to whether each student enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the state curriculum frameworks. The Board shall determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

For the 2008-09 through 2012-13 fiscal years, the Board shall also make a determination that all students within the district who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3, 60119, and 60422. (Education Code 1240.3, 42605)

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

**Legal Reference:**

**EDUCATION CODE**

1240 County superintendent, general duties

1240.3 Definition of sufficiency for categorical flexibility

33050-33053 General waiver authority

33126 School accountability report card

35272 Education and athletic materials



42605 Tier 3 categorical flexibility  
44805 Enforcement of course of studies; use of textbooks, rules and regulations  
49415 Maximum textbook weight  
51501 Subject matter reflecting on race, color, etc.  
60000-60005 Instructional materials, legislative intent  
60010 Definitions  
60040-60048 Instructional requirements and materials  
60060-60062 Requirements for publishers and manufacturers  
60070-60076 Prohibited acts (re instructional materials)  
60110-60115 Instructional materials on alcohol and drug education  
60119 Public hearing on sufficiency of materials  
60200-60206 Elementary school materials  
60226 Requirements for publishers and manufacturers  
60240-60252 State Instructional Materials Fund  
60350-60352 Core reading program instructional materials  
60400-60411 High school textbooks  
60420-60424 Instructional Materials Funding Realignment Program  
60510-60511 Donation for sale of obsolete instructional materials  
60605 State content standards  
**CODE OF REGULATIONS, TITLE 5**  
9505-9535 Instructional materials, especially:  
9531-9532 Instructional Materials Funding Realignment Program

**Management Resources:**

**CSBA PUBLICATIONS**

**Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009**

**CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE**

1002.90 Selection of Instructional Materials, CIL: 90/91-02

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986 edition, revised 2000**

**WEB SITES**

**CSBA:** <http://www.csba.org>

**Association of American Publishers:** <http://www.publishers.org>

**California Department of Education:** <http://www.cde.ca.gov>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

**adopted: February 17, 2010 Antelope, California**



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of these contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

**Instructional Materials Funding Realignment Program**

**Note:** The following optional section reflects the criteria of the Instructional Materials Funding Realignment Program (IMFRP) (Education Code 60420-60424). Funding available under the program must first be used to provide all K-12 students with materials that are aligned to state content standards for specified core curriculum areas. Specific priorities for the use of funds are delineated in 5 CCR 9531.

Education Code 60422.1 authorizes IMFRP funding to be used to purchase standards-aligned materials in either an electronic or hard-bound format as long as the district can ensure, in accordance with Education Code 60119, that each student will be provided a copy of the instructional material to use at school and at home.

The district shall use state funds received under the Instructional Materials Funding Realignment Program to ensure that each student is provided with standards-aligned textbooks or instructional materials, in an electronic or hard-bound format, in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. (Education Code 60422, 60422.1)

**Note:** Education Code 60422 requires that students be provided with standards-aligned textbooks or basic instructional materials within 24 months from the adoption date of the materials. For grades K-8, each student is to be provided with materials adopted by the State Board of Education (SBE) and for grades 9-12 each student is to be provided materials adopted by the district's Governing Board. Thus, for grades K-8 materials, the adoption deadline is within 24 months of adoption by the SBE and for grades 9-12 the deadline is within 24 months of adoption by the local Board. The following paragraph should be revised to reflect grade levels offered by the district.

Pursuant to Education Code 60200(g) and 60421(d), the SBE may authorize a district, through the waiver process pursuant to Education Code 33050, to use its state instructional materials allowances to purchase other standards-aligned instructional materials for grades K-8 that have not been adopted by the SBE. In order to receive this authorization, the Board must demonstrate to the SBE that the state-adopted materials do not promote the maximum efficiency of student learning in the district, satisfy the public hearing requirements for a waiver pursuant to Education Code 33050, and provide the certifications and assurances required by the SBE in its IMFRP petition request process. See BP 1431 - Waivers.

Instructional materials for grades K-8 shall be selected from the list of standards-aligned materials adopted by the State Board of Education (SBE). Instructional materials for grades



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

9-12 shall be adopted by the Governing Board. Standards-aligned materials in each core curriculum area shall be provided to each student at the beginning of the first school term that commences no later than 24 months after those materials are adopted by the SBE or the Board, as applicable. (Education Code 60422)

*(cf. 6011 - Academic Standards)*

Note: 5 CCR 9531 no longer requires publishers of grades 9-12 instructional materials to submit standards maps designed to help the district determine whether the materials in the four core courses were aligned to the state content standards. However, Education Code 60422 still requires that the Board certify that the instructional materials purchased for grades 9-12 with IMFRP funds are standards-aligned. One way to make this determination is through a review of standards maps created by the California Department of Education (CDE). A template of the standards map is available on CDE's web site. The following optional paragraph should be modified to reflect district practice.

For grades 9-12, the Superintendent or designee shall review instructional materials in history-social science, mathematics, reading/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to the content standards adopted by the SBE.

Note: Pursuant to Education Code 60422, after the Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining IMFRP funds to purchase materials specified in Education Code 60242, including supplementary and technology-based materials as defined in Education Code 60110. AB 2694 (Ch. 269, Statutes of 2010) amended Education Code 60010 to include in the definition of "supplementary instructional materials" materials that use current, relevant technology that further engages interactive learning in the classroom and beyond.

After the Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining program funds for the purposes specified in Education Code 60242. (Education Code 60119, 60422)

**Criteria for Selection and Adoption of Instructional Materials**

Note: Item #1 below is for use by districts that offer any of grades K-8. Pursuant to Education Code 60200, the SBE is responsible for adopting at least five basic instructional materials for grades K-8 in specified core subjects and any other subject for which the SBE determines the adoption of instructional materials is necessary or desirable. Education Code 60200 and 60200.1 prohibit the SBE from adopting basic instructional materials in English/language arts or mathematics for the same grade level in successive years. However, Education Code 60200.7 prohibits the SBE from adopting any instructional materials until the 2013-14 school year.

Instructional materials adopted by the Board shall:



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

1. For basic instructional materials in grades K-8, be selected from among the list of materials approved by the SBE in accordance with law (Education Code 60200)

*(cf. 1431 - Waivers)*

Note: Item #2 below is for use by districts that maintain high schools.
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2. For instructional materials in high schools, be provided by publishers who comply with the requirements of Education Code 60040-60048, 60060-60062, and 60226 (Education Code 60400)
3. Not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, or occupation, or contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 60044)
4. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of students at their respective grade levels (Education Code 60045)
5. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)

Note: Education Code 60048 and 60200 require that the Board not adopt basic instructional materials that provide unnecessary exposure to a commercial brand name, product, or corporate or company logo, unless it makes specific findings that the use has an educational purpose or is incidental to the general nature of an illustration, as provided in item #6 below. The SBE publication <u>Standards for Evaluation of Instructional Materials with Respect to Social Content</u> details standards for the use of brand names and corporate logos in instructional materials.
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6. Not provide any exposure to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)
  - a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.
  - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

*(cf. 1325 - Advertising and Promotion)*



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

Note: Pursuant to Education Code 60052, as added by AB 2694 (Ch. 269, Statutes of 2010), the Board may, when adopting instructional materials for use in schools, include relevant technology-based materials as provided in item #7 below.

7. If the materials are technology-based materials, be both available and comparable to other, equivalent instructional materials (Education Code 60052)

Note: Education Code 60040-60043 require that specific subject matter be included in the district's instructional materials. Education Code 60040 and 60041 contain requirements that instructional materials include accurate portrayals of (1) the cultural and racial diversity of our society as specified, (2) humanity's place in ecological systems and the need to protect the environment, and (3) the effects of tobacco, alcohol, and other drug use on the human system. Education Code 60042 requires the Board to adopt materials as it deems necessary to encourage thrift, fire prevention, and the humane treatment of animals and people. Education Code 60043 requires that the Board, when appropriate to the comprehension of students, adopt textbooks for social science, history, or civics classes that contain the Declaration of Independence and the Constitution of the United States. The district may expand item #8 below to list these specific requirements.

8. Meet the requirements of Education Code 60040-60043 for specific subject content

Note: Items #9-18 below are optional and may be revised to reflect district practice. In its advisory CIL: 90/91-02, the CDE recommends that districts develop subject-specific criteria as well as general criteria.

9. Support the district's adopted courses of study and curricular goals

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

10. Contribute to a comprehensive, balanced curriculum
11. Demonstrate reliable quality of scholarship as evidenced by:
  - a. Accurate, up-to-date, and well-documented information
  - b. Objective presentation of diverse viewpoints
  - c. Clear, concise writing and appropriate vocabulary
  - d. Thorough treatment of subject
12. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels
13. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills



## **SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

14. Contribute to the proper articulation of instruction through grade levels
15. As appropriate, have corresponding versions available in languages other than English
16. Include high-quality teacher's guides
17. Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics

Note: 5 CCR 9517.2 sets the following maximum weight standards for each student textbook: three pounds for grades K-4, four pounds for grades 5-8, and five pounds for grades 9-12. 5 CCR 9517.2 requires that publishers submitting textbooks to the SBE that exceed those weight standards shall provide lighter weight alternatives, such as split volumes or electronic editions, soft cover editions, or other alternate physical formats. For materials for grades 9-12, publishers must disclose the availability of lighter weight alternatives. Item #18 below includes textbook weight as one of the criteria for Board consideration.

18. When available from the publishers, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

### **Instructional Materials Evaluation Committee**

Note: Education Code 60002 requires that the district provide for "substantial" teacher involvement in the selection of instructional materials. The following optional section is consistent with Education Code 60002 and may be revised to reflect district practice.

The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Board approval. This committee shall substantially be composed of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, community members, and students as appropriate.

*(cf. 1220 - Citizen Advisory Committees)*

The committee shall review instructional materials using criteria provided above and in law, and shall provide the Board with documentation supporting its recommendations.

### **Conflict of Interest**

Note: In its Advisory CIL: 90/91-02, the CDE recommends that the Board require individuals who will participate in the evaluation process to first complete a disclosure statement which provides an opportunity to disclose any conflict of interest or appearance of conflict of interest.



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

The following conflict of interest rules are not applicable to "public officials" (including Board members and designated staff) who are subject to the district's conflict of interest code pursuant to the Political Reform Act. Such persons who are making decisions concerning instructional materials must comply with the more stringent conflict of interest requirements described in BB 9270 - Conflict of Interest.

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any district employee who is participating in the evaluation of instructional materials and not otherwise designated in the district's conflict of interest code shall not:

**Note:** The CDE has taken the position that, while publishers may offer certain instructional materials, including technology-based materials, to districts free of charge, these free materials may not include the electronic equipment, such as DVD players or laptop computers, required to make use of the materials. However, because Education Code 60010 now includes electronic equipment in the definition of technology-based materials, it is likely that the CDE's position will be reconsidered. Districts that wish to accept free technology equipment from publishers should consult legal counsel as appropriate until the CDE's position is clarified.

1. Accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

*(cf. 9270 - Conflict of Interest)*

**Note:** Items # 2-4 below are **optional** and should be modified to reflect district practice.

2. Be employed by or receive compensation from any person, firm, organization, or any of its subsidiaries or controlling entities submitting instructional materials to the district
3. Have or negotiate a contractual relationship with any person, firm, or organization or any of its subsidiaries or controlling entities submitting instructional materials to the district
4. Have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district



# **Administrative Regulation**

## **Selection And Evaluation Of Instructional Materials**

**AR 6161.1**

### **Instruction**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

### **Instructional Materials Funding Realignment Program**

The district shall use state funds received under the Instructional Materials Funding Realignment Program to ensure that each student is provided with standards-aligned textbooks or instructional materials, in an electronic or hard-bound format, in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. (Education Code 60422, 60422.1)

Instructional materials for grades K-8 shall be selected from the list of standards-aligned materials adopted by the State Board of Education (SBE). Instructional materials for grades 9-12 shall be adopted by the Governing Board. Standards-aligned materials in each core curriculum area shall be provided to each student at the beginning of the first school term that commences no later than 24 months after those materials are adopted by the SBE or the Board, as applicable. (Education Code 60422)

(cf. 6011 - Academic Standards)

For grades 9-12, the Superintendent or designee shall review instructional materials in history-social science, mathematics, reading/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to the content standards adopted by the SBE.

After the Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining program funds for the purposes specified in Education Code 60242. (Education Code 60119, 60422)

### **Criteria for Selection and Adoption of Instructional Materials**



**Instructional materials adopted by the Board shall:**

**1. For basic instructional materials in grades K-8, be selected from among the list of materials approved by the SBE in accordance with law (Education Code 60200)**

**(cf. 1431 - Waivers)**

**2. For instructional materials in high schools, be provided by publishers who comply with the requirements of Education Code 60040-60048, 60060-60062, and 60226 (Education Code 60400)**

**3. Not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, or occupation, or contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 60044)**

**4. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of students at their respective grade levels (Education Code 60045)**

**5. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)**

**6. Not provide any exposure to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60200, 60048)**

**a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.**

**b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.**

**7. Meet the requirements of Education Code 60040-60043 for specific subject content**

**8. Support the district's adopted courses of study and curricular goals**

**(cf. 6141 - Curriculum Development and Evaluation)**

**(cf. 6143 - Courses of Study)**

**9. Contribute to a comprehensive, balanced curriculum**

**10. Demonstrate reliable quality of scholarship as evidenced by:**



- a. Accurate, up-to-date, and well-documented information
  - b. Objective presentation of diverse viewpoints
  - c. Clear, concise writing and appropriate vocabulary
  - d. Thorough treatment of subject
- 11. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels
  - 12. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
  - 13. Contribute to the proper articulation of instruction through grade levels
  - 14. As appropriate, have corresponding versions available in languages other than English
  - 15. Include high-quality teacher's guides
  - 16. Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics
  - 17. When available from the publishers, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

#### **Instructional Materials Evaluation Committee**

The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Board approval. This committee shall substantially be composed of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, community members, and students as appropriate.

(cf. 1220 - Citizen Advisory Committees)

The committee shall review instructional materials using criteria provided above and in law, and shall provide the Board with documentation supporting its recommendations.

#### **Conflict of Interest**

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any district employee participating in the evaluation of instructional materials shall not:



1. Accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition.  
(Education Code 60075)

(cf. 9270 - Conflict of Interest)

2. Be employed by or receive compensation from any person, firm, organization, or any of its subsidiaries or controlling entities submitting instructional materials to the district

3. Have or negotiate a contractual relationship with any person, firm, or organization or any of its subsidiaries or controlling entities submitting instructional materials to the district

4. Have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

Regulation CENTER UNIFIED SCHOOL DISTRICT  
approved: February 17, 2010 Antelope, California



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS****Resolution on Sufficiency of Textbooks or Instructional Materials**

Note: As a condition of receiving state instructional materials funding, Education Code 60119 and 5 CCR 9531 require that the Governing Board hold an annual public hearing regarding the sufficiency of instructional materials or instructional materials and determine through a resolution whether each student has sufficient textbooks or instructional materials; see the accompanying Board policy.

"Sufficient textbooks or instructional materials," as defined in Education Code 60119, means that each student in the district, including each English learner, has a standards-aligned textbook or instructional materials, or both, to use in class or to take home. This law does not require two sets of textbooks or instructional materials for each student. As amended by AB 2211 (Ch. 254, Statutes of 2010), Education Code 60119 provides that "sufficient textbooks or instructional materials" may include materials in a digital format under specified conditions. This revised definition should be included in resolutions adopted beginning in 2011-12.

The following sample resolution reflects the requirements of Education Code 60119 and is based on an earlier resolution developed by the California Department of Education (CDE). This resolution may be used to certify compliance with Education Code 60119 and 5 CCR 9531.

Whereas, the Governing Board of the *(name of school district/county office of education)*, in order to comply with the requirements of Education Code 60119, held a public hearing on *(date)*, at *(time)* o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the *(name of school district/county office of education)*, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas between the 2008-09 through the 2012-13 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the *(name of school district/county office of education)*, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)****Finding of Sufficient Textbooks or Instructional Materials**

**Note:** The following section is for use by boards that are making a finding that the district has "sufficient" materials. According to the CDE, Education Code 60119 requires documentation of sufficiency of textbooks or instructional materials to be presented at the public hearing. The CDE has developed survey forms, available on its web site, which may be used as a self-study and county office validation tool for grades K-12. These forms include a list of the state-adopted standards-aligned materials for grades K-8. Districts that maintain grades 9-12 may generate a list of their locally adopted standards-aligned instructional materials for purposes of this self-study.

Whereas, sufficient textbooks or instructional materials were provided to each student, including each English learner, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

**Note:** To provide complete information about the basis for the Board's determination of sufficiency, the district may wish to include the names of the textbooks and/or instructional materials provided to students, as well as the applicable state adoption cycle.

- **Mathematics:** *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*  


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- **Science:** *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*  


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- **History-social science:** *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*  


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- **English/language arts, including the English language development component of an adopted program:** *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*  


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**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

Note: The Board must also include a written determination for the following subject areas, though these determinations are not a condition for receipt of instructional materials funds.

Whereas, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;

Note: The following paragraph is for use by districts that maintain grades 9-12. The Board may provide a list of the science laboratory classes offered in grades 9-12 and details on the science laboratory equipment available for these classes.

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the \_\_\_\_\_ school year, the *(name of school district/county office of education)*, has provided each student with sufficient textbooks or instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

**Finding of Insufficient Textbooks or Instructional Materials**

Note: The following section is for use by Boards that are making a finding of "insufficient" materials. Education Code 60119 requires that the Board's resolution list, for each school for which an insufficiency exists, the percentage of students in each grade level who lack sufficient materials in each of the subject areas listed below. The provision of sufficient foreign language and health materials is not a condition of receipt of instructional materials funds.

Whereas, information provided at the public hearing and to the Board at the public meeting detailed that insufficient textbooks or instructional materials were provided to students in the following subjects and grade levels at district schools: *(For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in mathematics, science, history-social science, English/language arts, foreign language, and health.)*

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Whereas, sufficient textbooks or instructional materials were not provided at each school listed above due to the following reasons: *(For each school at which there is an insufficiency, list the reasons why each student does not have sufficient instructional materials in each subject and grade level listed above.)*

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**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**

Therefore, it is resolved, that for the \_\_\_\_\_ school year, the (name of school district/county office of education) has not provided each student with sufficient textbooks or instructional materials consistent with the cycles and content of the curriculum framework, and;

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient textbooks or instructional materials in all subjects that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made.  
*(List actions to be taken to resolve insufficiency. See Education Code 60119(a)(2)(B) for other funds that may be used to ensure sufficient instructional materials.)*

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PASSED AND ADOPTED THIS \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_ at a meeting, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

Attest:

\_\_\_\_\_  
Secretary\_\_\_\_\_  
President



# **Exhibit**

## **Selection And Evaluation Of Instructional Materials**

**E 6161.1**

### **Instruction**

#### **Resolution on Sufficiency of Textbooks or Instructional Materials**

Whereas, the Governing Board of the Center Unified School District, in order to comply with the requirements of Education Code 60119, held a public hearing on (date), at (time) o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Center Unified School District, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including English learners, has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas between the 2008-09 through the 2012-13 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Center Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

#### **Finding of Sufficient Instructional Materials**

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

\* Mathematics: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)



**\* Science:** (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

**\* History-social science:** (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

**\* English/language arts,** including the English language development component of an adopted program: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

Whereas, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the \_\_\_\_\_ school year, the Center Unified School District, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

#### **Finding of Insufficient Instructional Materials**

Whereas, information provided at the public hearing and to the Board at the public meeting detailed that insufficient textbooks or instructional materials were provided to students in the following subjects and grade levels at district schools: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in mathematics, science, history-social science, English/language arts, foreign language, and health.)

Whereas, sufficient textbooks or instructional materials were not provided at each school listed above due to the following reasons: (For each school at which there is an insufficiency, list the reasons why each student does not have sufficient instructional materials in each subject and grade level listed above.)

Therefore, it is resolved, that for the \_\_\_\_\_ school year, the Center Unified School District has not provided each student with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum framework, and;



Be it further resolved, that the following actions will be taken to ensure that all students have sufficient textbooks or instructional materials in all subjects that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made.

(List actions to be taken to resolve insufficiency. See Education Code 60119(a)(2)(B) for other funds that may be used to ensure sufficient instructional materials.)

PASSED AND ADOPTED THIS      day of      at a meeting, by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT:

Attest:

Secretary      President

ExhibitCENTER UNIFIED SCHOOL DISTRICT  
version: February 17, 2010      Antelope, California



**IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION**

Note: Education Code 56300 and 34 CFR 300.111 require each district, Special Education Local Plan Area (SELPA), or county office of education to actively seek out all residents from birth to age 21 (not "through" age 21) who have disabilities as defined by Education Code 56026. The district, SELPA, or county office is also required to include a "child find" process to identify children with disabilities placed by their parents/guardians in private schools; see BP/AR 6164.41 - Children with Disabilities Enrolled by Their Parents in Private Schools.

Identification, evaluation, assessment, and instructional planning procedures for children younger than age 3 must conform with Education Code 56425-56432 and the California Early Intervention Services Act (Government Code 95000-95029). The California Department of Education and local education agencies are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairments; the Department of Developmental Services and its regional centers must provide services to all other eligible children in this age group. The law also requires regional centers and local education agencies to coordinate family service plans for infants and toddlers and their families. Education Code 56441.11 sets forth eligibility criteria for preschool children ages 3-5.

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

*(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

Note: Education Code 56301 mandates that districts, SELPAs, or county offices have policies and procedures for a continuous "child find" system which addresses the relationships among identification, screening, referral, evaluation, planning, implementation, review, and triennial assessment.

Pursuant to Education Code 56302.5, the term "assessment" as used in state law has the same meaning as "evaluation" provided in 20 USC 1414, the federal Individuals with Disabilities Education Act (IDEA) and accompanying federal regulations. The following policy and administrative regulation use the terms interchangeably.

The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)



## **IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

Note: Education Code 56301 mandates policy ensuring the following notification. See the accompanying administrative regulation for specific notification requirements.

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 3541.2 - Transportation for Students with Disabilities)*

*(cf. 4112.23 - Special Education Staff)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6162.52 - High School Exit Examination)*

*Legal Reference: (see next page)*



## IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

### *Legal Reference:*

#### EDUCATION CODE

44265.5 Professional preparation for teachers of impaired students

56000-56885 Special education programs, especially:

56195.8 Adoption of policies

56300-56304 Identification of individuals with disabilities

56320-56331 Assessment

56333-56338 Eligibility criteria for specific learning disabilities

56340-56347 Instructional planning and individualized education program

56381 Reassessment of students

56425-56432 Early education for individuals with disabilities

56441.11 Eligibility criteria, children ages 3-5

56445 Transition to grade school; reassessment

56500-56509 Procedural safeguards

#### GOVERNMENT CODE

95000-95029.5 California Early Intervention Services Act

#### CODE OF REGULATIONS, TITLE 5

3021-3029 Identification, referral and assessment

3030-3031 Eligibility criteria

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1412 State eligibility

1415 Procedural safeguards

#### CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Individuals with Disabilities Education Act, especially:

300.301-300.306 Evaluations and reevaluations

#### COURT DECISIONS

Hood v. Encinitas Union School District, (2007) 486 F.3d 1099

### *Management Resources:*

#### FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

#### WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osep>



# **Board Policy**

## **Identification And Evaluation Of Individuals For Special Education**

### **BP 6164.4 Instruction**

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

(cf. 0430 - Comprehensive Local Plan for Special Education)  
(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)  
(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301)

The Superintendent or designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 3541.2 - Transportation for Students with Disabilities)  
(cf. 4112.23 - Special Education Staff)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.6 - Parental Notifications)  
(cf. 6159 - Individualized Education Program)  
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)  
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)  
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)



**Legal Reference:**

**EDUCATION CODE**

44265.5 Professional preparation for teachers of impaired students

56000-56885 Special education programs, especially:

56195.8 Adoption of policies

56300-56304 Identification of individuals with disabilities

56320-56331 Assessment

56333-56338 Eligibility criteria for specific learning disabilities

56340-56347 Instructional planning and individualized education program

56381 Reassessment of students

56425-56432 Early education for individuals with disabilities

56441.11 Eligibility criteria, children ages 3-5

56445 Transition to grade school; reassessment

56500-56509 Procedural safeguards

**GOVERNMENT CODE**

95000-95029.5 California Early Intervention Services Act

**CODE OF REGULATIONS, TITLE 5**

3021-3029 Identification, referral and assessment

3030-3031 Eligibility criteria

**UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act of 1974

1412 State eligibility

1415 Procedural safeguards

**CODE OF FEDERAL REGULATIONS, TITLE 34**

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Individuals with Disabilities Education Act, especially:

300.301-300.306 Evaluations and reevaluations

**COURT DECISIONS**

Hood v. Encinitas Union School District, (2007) 486 F.3d 1099

**Management Resources:**

**FEDERAL REGISTER**

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

**WEB SITES**

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osep>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: April 1, 2009

Antelope, California



**IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION**

**Referrals for Special Education Services**

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

All referrals from school staff for special education and related services shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and their effect. (5 CCR 3021)

**Initial Evaluation for Special Education Services**

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public

Note: 34 CFR 300.29 defines "native language" as the language normally used by the individual and, for a child, the language regularly used in the home environment.
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2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

*(cf. 6159 - Individualized Education Program)*



## **IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

Note: 34 CFR 300.504 requires the district to provide parents/guardians with written notice prior to conducting the initial evaluation. For contents of the prior written notice, see AR 6159.1 - Procedural Safeguards and Complaints for Special Education.

Education Code 56329 clarifies the factors to consider when making a determination of eligibility (item #2 below) and specifies circumstances in which a parent/guardian may be entitled to an independent educational evaluation (IEE) (items #4 and #5 below).

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, he/she has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.



**IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by his/her parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

*(cf. 6164.41 - Children with Disabilities Enrolled by their Parents in Private School)*

**Parent/Guardian Consent for Evaluations**

Note: Pursuant to 34 CFR 300.301 and Education Code 56344, the district must first obtain informed parent/guardian consent before conducting (1) an initial evaluation to determine if the student is a student with a disability or (2) a reevaluation to determine if the student continues to be a student with a disability. See AR 6159 - Individualized Education Program for language regarding parent/guardian consent for the provision of special education services, including the right to revoke such consent.

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)



## **IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

*Informed parental consent* means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which his/her consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time
4. Understands that if he/she revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked)

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. The district shall maintain a record of its attempts to obtain consent, including: (Education Code 56321, 56341.5; 34 CFR 300.300, 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Note: 34 CFR 300.300 and Education Code 56321 provide that if a parent/guardian refuses to consent to an evaluation, the district may, but is not required to, utilize the due process procedures to pursue the evaluation. However, if the district declines to pursue the evaluation, the district shall have satisfied its obligations under state and federal law.

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with his/her parent/guardian, the district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)



## **IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

### **Conduct of the Evaluation**

The district shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within 60 days of receiving informed parent/guardian consent for the evaluation. (Education Code 56344; 34 CFR 300.300, 300.301)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56320, 56322)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the



## **IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including



**IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

**Eligibility Determination**

**Note:** The following section contains procedures for determining a student's eligibility for special education and related services. 34 CFR 300.307-300.311 and Education Code 56333-56338 provide additional procedures for conducting the evaluation and making the determination for eligibility of a student with specific learning disabilities.

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability and, if so, his/her educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)



**IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

**Note:** Education Code 56329 requires districts to provide notice about specific factors in making the determination of eligibility as part of the district's evaluation plan. See section above entitled "Initial Evaluation for Special Education Services."

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

If a determination is made that a student has a disability and needs special education and related services, an IEP shall be developed within a total time not to exceed 60 days, not counting days between the student's regular school sessions or terms or days of school



## **IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for evaluation, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56043; 34 CFR 300.306)

### **Independent Educational Evaluation**

Note: 34 CFR 300.502 requires the district to provide parents/guardians, upon request, information about where an IEE may be obtained and the district's criteria for the evaluation, including the location of the evaluation, qualifications of the examiner, and timelines for obtaining the evaluation. These criteria must be the same as the criteria that the district uses for district-initiated evaluations. In addition, Education Code 56329 requires districts to provide notice about parent/guardian rights to an IEE as part of the proposed evaluation plan; see section above entitled "Initial Evaluation for Special Education Services." Districts may wish to modify the following section to include specific criteria developed by the district or special education local plan area, as appropriate.

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria that the district uses for a district-initiated evaluation. An *independent educational evaluation* is an evaluation conducted by a qualified examiner who is not employed by the district. *Public expense* means the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (Education Code 56329; 34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that he/she objects to the district's evaluation. However, the parent/guardian is not required to provide the reason to the district. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (34 CFR 300.502)



**IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)**

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (34 CFR 300.502)

**Reevaluation**

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Note: The following paragraph is for use by districts that offer grades K-1.

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children. (Education Code 56445)

*(cf. 5148.3 - Preschool/Early Childhood Education)*



# **Administrative Regulation**

## **Identification And Evaluation Of Individuals For Special Education**

**AR 6164.4**

### **Instruction**

#### **Referrals for Special Education Services**

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

All referrals from school staff for special education and related services shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and their effect. (5 CCR 3021)

#### **Initial Evaluation for Special Education Services**

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (34 CFR 300.301; Education Code 56320)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

(cf. 6159 - Individualized Education Program)



Prior to conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (34 CFR 300.304, 300.504; Education Code 56329)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that a student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368 of the No Child Left Behind Act, lack of appropriate instruction in mathematics, or limited English proficiency.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If a parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation of the student from qualified specialists, in accordance with 34 CFR 300.502. A parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational evaluation. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the independent educational evaluation is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an independent educational evaluation, but not at public expense.

If the parent/guardian obtains an independent educational evaluation at private expense, the results of the evaluation shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it



permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational evaluation of the student in the student's current educational placement and setting, if any, proposed by the district, regardless of whether the independent educational evaluation is initiated before or after the filing of a due process hearing.

6. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and the student in the proposed placement, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.41 - Children with Disabilities Enrolled by their Parents in Private School)

#### **Parent/Guardian Consent for Evaluations**

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (34 CFR 300.300, 34 CFR 300.301; Education Code 56320, 56321)

**Informed parental consent means that the parent/guardian: (34 CFR 300.9)**

1. Has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which his/her consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time
4. Understands that if he/she revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked)

**The district shall make reasonable efforts to obtain the informed consent of the**



parent/guardian for an initial evaluation or reevaluation of a student. The district shall maintain a record of its attempts to obtain consent, including: (34 CFR 300.300, 300.322; Education Code 56321, 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (34 CFR 300.300; Education Code 56321)

For a student who is a ward of the state and not residing with his/her parent/guardian, the district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (20 USC 1414; 34 CFR 300.300; Education Code 56321.1)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (34 CFR 300.300; Education Code 56321)

#### **Conduct of the Evaluation**

The district shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within 60 days of receiving informed parent/guardian consent for the



evaluation. (34 CFR 300.300, 34 CFR 300.301; Education Code 56344)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district, county office of education, or special education local plan area (SELPA). (Education Code 56320, 56322)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that directly assists persons in determining the student's educational needs and are: (34 CFR 300.304; Education Code 56320)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient



7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (34 CFR 300.304; Education Code 56320)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians; current classroom-based local or state assessments and classroom-based observations; and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (34 CFR 300.305; Education Code 56381)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

#### **Eligibility Determination**

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the



student is a student with a disability and, if so, his/her educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following:  
(Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368 of the No Child Left Behind Act, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (34 CFR 300.306; Education Code 56329)

If a determination is made that a student has a disability and needs special education and related services, an IEP shall be developed within a total time not to exceed 60 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for evaluation, unless the parent/guardian agrees, in writing, to an extension. (34 CFR 300.306; Education Code 56043)



## **Independent Educational Evaluation**

The parents/guardians of a student with a disability have the right to obtain an independent educational evaluation at public expense under the same criteria that the district uses for a district-initiated evaluation. An independent educational evaluation is an evaluation conducted by a qualified examiner who is not employed by the district. Public expense means the district either pays for the full cost of the independent educational evaluation or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502; Education Code 56329)

The parent/guardian is entitled to only one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (34 CFR 300.502; Education Code 56329)

If a parent/guardian has requested an independent educational evaluation, the district may ask for a reason that he/she objects to the district's evaluation. However, the parent/guardian is not required to provide the reason to the district. (34 CFR 300.502)

Upon receiving the request for an independent educational evaluation, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an independent evaluation is provided at public expense, unless the district can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an independent evaluation but not at public expense. (34 CFR 300.502)

The results of an independent evaluation obtained by the parent/guardian, whether at public or private expense, shall be considered by the district if it meets district criteria in any decision made with respect to FAPE and may be presented as evidence at a hearing on a due process complaint. (34 CFR 300.502)

## **Reevaluation**

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (34 CFR 300.303; Education Code 56043, 56381)



The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children. (Education Code 56445)

#### **Parent/Guardian Revocation of Consent for Continued Provision of Services**

If at any time subsequent to the initial provision of services, the student's parent/guardian revokes consent, in writing, for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The district shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (34 CFR 300.300, 300.503)

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

Once the district has ceased providing special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Regulation      **CENTER UNIFIED SCHOOL DISTRICT**  
approved: June 3, 2009      **Antelope, California**



## EDUCATION FOR FOSTER YOUTH

### Definitions

*Foster youth* means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602. (Education Code 48853.5)

Note: In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

*Person holding the right to make educational decisions* means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Note: SB 1353 (Ch. 557, Statutes of 2010) amended Education Code 48850 to state the legislative intent that the "best interests of the child" include educational stability as well as placement in the least restrictive educational program, as provided below.

*Best interests* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

### District Liaison

Note: Pursuant to Education Code 48853.5, districts are required to designate a staff person as an educational liaison for foster youth. This person may be the same individual designated as the district liaison for homeless students as required by 42 USC 11432. See AR 6173 - Education for Homeless Children. In addition, Education Code 48853.5 requires that, for districts operating a foster youth services program, the district liaison be affiliated with that program. The duties of the liaison are as specified below.



## **EDUCATION FOR FOSTER YOUTH (continued)**

The Superintendent designates the following position as the district liaison for foster youth:  
(Education Code 48853.5)

Healthy Start Coordinator  
3401 Scotland Drive, Antelope, CA 95843  
(916) 338-6387

*(cf. 6173 - Education for Homeless Children)*

The district's liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

Note: Education Code 48645.5 requires districts to accept for credit full or partial coursework completed in a public school or nonpublic nonsectarian school or agency in addition to a juvenile court school; see BP 6146.3 - Reciprocity of Academic Credit.

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48853.5, 48645.5)

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5125 - Student Records)*

*(cf. 6146.3 - Reciprocity of Academic Credit)*

Note: Items #3-7 below are optional and should be modified to reflect district practice.

3. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

4. Ensure that students in foster care receive appropriate school-based services, such as supplemental instruction, counseling, or after-school services

*(cf. 5141.6 - School Health Services)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5149 - At-Risk Students)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6172 - Gifted and Talented Student Program)*

*(cf. 6174 - Education for English Language Learners)*

*(cf. 6177 - Summer School)*

*(cf. 6179 - Supplemental Instruction)*



**EDUCATION FOR FOSTER YOUTH (continued)**

5. Develop protocols and procedures so that district staff, including principals, school registrars, and attendance clerks, are aware of the requirements for the proper enrollment, placement, and transfer of foster youth

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

6. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates to help coordinate services for the district's foster youth

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 5149 - At-Risk Students)*

7. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in Board policy

Note: The following paragraph is optional. Because the district's educational liaison for foster youth often has additional duties pertaining to other programs, CSBA's policy brief Educating Foster Youth: Best Practices and Board Considerations recommends periodic evaluation of the liaison's caseload to determine whether he/she is able to adequately fulfill his/her duties with respect to foster youth.

The Superintendent or designee shall regularly monitor the caseload of the district liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

*(cf. 4115 - Evaluation/Supervision)*

*(cf. 4315 - Evaluation/Supervision)*

**Enrollment**

A foster youth placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

*(cf. 6159 - Individualized Education Program)*

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*



**EDUCATION FOR FOSTER YOUTH (continued)**

**Note:** Education Code 56055 specifies that a foster parent, to the extent permitted by federal law, shall have the same rights as a parent/guardian with regards to his/her foster child's education. See BP/AR 6159 - Individualized Education Program.

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program.

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

**Note:** As amended by AB 1933 (Ch. 563, Statutes of 2010), Education Code 48853.5 allows a foster youth to continue his/her education in the school of origin as long as he/she is under jurisdiction of the court. If the court's jurisdiction is terminated prior to the end of a school year, the student may continue to attend the school of origin until the end of the school year. In addition, AB 1933 amended Education Code 48853.5 to allow a foster youth who has remained in the school of origin to matriculate with his/her peers in accordance with established feeder patterns, whether that new school is within the district or in another district.

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above
  - a. The student may continue in the school of origin for the duration of the court's jurisdiction or, if the court's jurisdiction is terminated prior to the end of a school year, then for remainder of the school year.
  - b. To provide the student the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts, a student who is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests. (Education Code 48853.5)



**EDUCATION FOR FOSTER YOUTH (continued)**

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The youth shall be immediately enrolled even if he/she has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to produce records, such as academic or medical records, proof of residency, or clothing normally required for enrollment. (Education Code 48853.5)

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

*(cf. 5132 - Dress and Grooming)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

Within two business days of a request for enrollment, the liaison shall contact the school last attended by the student to obtain all academic and other records. Upon receiving a request from a new school, the liaison shall provide all records within two business days of receiving the request. (Education Code 48853.5)

Note: Education Code 48853 and 48853.5 specify that, if a dispute arises regarding school placement, the district shall use an existing dispute resolution process available to any district student. The following paragraph should be modified to reflect district practice.

If a person with the right to make educational decisions for a foster youth or the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 days of receipt of the appeal. Within 30 days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

**Transportation**

Note: Pursuant to Education Code 48853.5, as amended by AB 1933 (Ch. 563, Statutes of 2010), districts may, but are not required to, provide transportation to allow a foster youth to attend a school or school district of origin, unless otherwise required by federal law. An example of when transportation might be required under federal law is when a foster youth is homeless, pursuant to the McKinney-Vento Homeless Assistance Act (20 USC 11431-11435).



**EDUCATION FOR FOSTER YOUTH (continued)**

**Option 1** is for use by districts that do not provide transportation. **Option 2** is for use by districts that choose to provide transportation to foster youth to their school of origin and may be revised to reflect district practice.

~~**OPTION 1:** The district shall not be responsible for providing transportation to and from the school of origin.~~

**OPTION 2:** Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

**Applicability of Graduation Requirements**

**Note:** The following section is for use by districts maintaining high schools which have established graduation requirements that exceed the state's minimum requirements; see BP 6146.1 - High School Graduation Requirements. Education Code 51225.3 provides that foster youth who transfer into the district or between district schools in grades 11-12 shall be exempted from locally established high school graduation requirements. This exemption does not apply to state graduation requirements for course completion or the high school exit examination.

When a foster youth in grade 11 or 12 transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all coursework and other graduation requirements adopted by the Board that are in addition to the statewide coursework requirements specified in Education Code 51225.3 and the high school exit examination, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school while he/she remains in foster care. (Education Code 51225.3, 60851)

The Superintendent or designee shall notify any student who is granted an exemption and, as appropriate, the person holding the right to make educational decisions for the student if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.3)

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6162.52 - High School Exit Examination)*

**Grades/Credits**

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)



**EDUCATION FOR FOSTER YOUTH (continued)**

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

**Eligibility for Extracurricular Activities**

Note: Education Code 48850 provides that, when the residence of a student in foster care changes pursuant to a court order or decision of a child welfare worker, the student shall be immediately deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports. For additional information about eligibility requirements, see BP 6145 - Extracurricular and Cocurricular Activities.

A foster youth who changes residences pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

*(cf. 6145 - Extracurricular and Cocurricular Activities)*  
*(cf. 6145.2 - Athletic Competition)*



# **Administrative Regulation**

## **Education For Foster Youth**

**AR 6173.1**  
**Instruction**

### **Definitions**

**Foster youth means a child who has been subject to one of the following: (Education Code 48853.5)**

- 1. Has been removed from his/her home pursuant to Welfare and Institutions Code 309 (temporary custody)**
- 2. Is the subject of a petition filed under Welfare and Institutions Code 300 or 602 (jurisdiction of juvenile court)**
- 3. Has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602**

**Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.**

**School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interest of the foster youth, which school is the school of origin. (Education Code 48853.5)**

**Best interest means a placement that ensures that the youth is placed in the least restrictive educational program and has access to academic resources, services, and extracurricular and enrichment activities that are available to district students. (Education Code 48853)**

### **District Liaison**

**The Superintendent designates the following position as the district liaison for foster youth: (Education Code 48853.5)**

**Healthy Start Coordinator**  
**3401 Scotland Drive**



Antelope, CA 95843  
(916) 338-6387 .

(cf. 6173 - Education for Homeless Children)

The district's liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48853.5, 48645.5)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

3. As necessary, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

4. Ensure that students in foster care receive appropriate school-based services, such as supplemental instruction, counseling, or after-school services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177- Summer School)

(cf. 6179 - Supplemental Instruction)

5. Develop protocols and procedures so that district staff, including principals, school registrars, and attendance clerks, are aware of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates to help coordinate services



for the district's foster youth

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

7. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in Board policy

The Superintendent or designee shall regularly monitor the caseload of the district liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

(cf. 4115 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

#### **Enrollment**

A foster youth placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

3. At the initial placement or any subsequent change in placement, the student is entitled to remain in his/her school of origin, as defined above, for the remainder of the academic school year pursuant to Education Code 48853.5.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interest. (Education Code 48853.5)



Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The youth shall be immediately enrolled even if he/she has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to produce records, such as academic or medical records, proof of residency, or clothing normally required for enrollment. (Education Code 48853.5)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)  
(cf. 5132 - Dress and Grooming)  
(cf. 5141.31 - Immunizations)

Within two business days of enrollment, the liaison shall contact the school last attended by the student to obtain all academic and other records. Upon receiving a request from a new school, the liaison shall provide all records within two business days of receiving the request. (Education Code 48853.5)

If a person with the right to make educational decisions for a foster youth or the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 days of receipt of the appeal. Within 30 days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

#### **Applicability of Graduation Requirements**

When a foster youth in grade 11 or 12 transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all coursework and other graduation requirements adopted by the Board that are in addition to the statewide coursework requirements specified in Education Code 51225.3 and the high school exit examination, unless the district makes a finding that the student



is reasonably able to complete the additional requirements in time to graduate from high school while he/she remains in foster care. (Education Code 51225.3, 60851)

The Superintendent or designee shall notify any student who is granted an exemption and, as appropriate, the person holding the right to make educational decisions for the student if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.3)

(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6162.52 - High School Exit Examination)

#### **Grades/Credits**

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school

2. A verified court appearance or related court-ordered activity

(cf. 5121 - Grades/Evaluation of Student Achievement)

#### **Eligibility for Extracurricular Activities**

A foster youth who changes residences pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)

**Regulation      CENTER UNIFIED SCHOOL DISTRICT**  
**approved: February 17, 2010 Antelope, California**



**GENERAL OBLIGATION BONDS**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

**Election Notice**

Note: Notice and ballot requirements for bond elections are specified in Education Code 15120-15126. Additional requirements for bond measures with a 55 percent vote are contained in Education Code 15272.

The Superintendent or designee shall ensure that election notice and ballot requirements are satisfied in accordance with Education Code 15120-15126 and 15272.

**Certificate of Results**

Note: Pursuant to Elections Code 15372, following a bond election, the county elections official must submit a certificate of the election results to the Governing Board which then must provide certification to the county board of supervisors, as specified below.

If the certificate of election results received by the Governing Board shows that the appropriate majority of the voters are in favor of issuing the bonds, the Board shall record that fact in its minutes. The Board shall then certify to the county board of supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

**Resolution Regarding Sale of Bonds**

Note: Pursuant to Education Code 15140, bonds may be offered for sale by either the county board of supervisors or the County Superintendent of Schools. However, the county board of supervisors may adopt a resolution authorizing a district to sell bonds on its own behalf when the district has not received a qualified or negative certification in its most recent interim financial report.

Prior to bonds being offered for sale, Education Code 15140 requires the Board to adopt a resolution directing the sale of bonds and prescribing the amount of bonds to be sold. Education Code 15146 requires the Board to adopt additional resolutions, prior to and after the sale of the bond, to disclose the cost information and submit a cost summary, as detailed below.

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution to issue the sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. (Education Code 15140)



**GENERAL OBLIGATION BONDS (continued)**

Prior to the sale of bonds, the Board shall adopt, as an agenda item at a public meeting, another resolution, which includes all of the following items: (Education Code 15146)

1. Express approval of the method of sale
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected
4. Estimates of the costs associated with the bond issuance

After the sale, the Board shall be presented with the actual cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146)

**Citizens' Oversight Committee**

Note: The following section is for use by districts that have had a general obligation bond approved with a 55 percent majority. Education Code 15278 requires such districts to appoint a citizens' oversight committee. Districts that have had approval of a bond with 66.67 percent majority vote are not required by law to appoint an oversight committee but may, at their discretion, form an oversight committee under requirements and guidelines adopted by the Board.

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 9324 - Minutes and Recordings)*

The citizens' oversight committee shall consist of at least seven members including, but not limited to: (Education Code 15282)

1. One member active in a business organization representing the business community located within the district



**GENERAL OBLIGATION BONDS (continued)**

2. One member active in a senior citizens organization
3. One member active in a bona fide taxpayers' organization
4. One member who is a parent/guardian of a child enrolled in the district
5. One member who is a parent/guardian of a child enrolled in the district and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1230 - School-Connected Organizations)*

No employee, official (board member), vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. (Education Code 15282)

Members of the citizens' oversight committee shall serve for a term of two years without compensation and for no more than two consecutive terms. (Education Code 15282)

The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The committee shall actively review and report on the proper expenditure of taxpayers' money for school construction and shall convene to provide oversight for, but not limited to, the following: (Education Code 15278)

1. Ensuring that bond revenues are expended only for the purposes described in Article 13A, Section 1(b)(3) of the California Constitution including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities (Education Code 15278)
2. Ensuring that, as prohibited by Article 13A, Section 1(b)(3)(A) of the California Constitution, no funds are used for any teacher and administrative salaries or other school operating expenses (Education Code 15278)

Note: For bonds with 55 percent voter approval threshold, Article 13, Section 1(b)(3)(C) and (D) of the California Constitution require that annual, independent financial and performance audits be conducted. Item #3 below reflects Education Code 15286, as added by SB 1473 (Ch. 294, Statutes of 2010), and requires that such audits be conducted in accordance with the U.S. Comptroller General's Government Auditing Standards for financial and performance audits.

3. Ensuring that the annual, independent performance and financial audits required by Article 13A, Section 1(b)(3)(C) and (D) of the California Constitution are issued in accordance with the U.S. Comptroller General's Government Auditing Standards for performance and financial audits (Education Code 15286)

*(cf. 3460 - Financial Reports and Accountability)*



**GENERAL OBLIGATION BONDS (continued)**

In furtherance of its purpose, the committee may engage in any of the following activities: (Education Code 15278)

1. Receiving and reviewing copies of the annual, independent performance and financial audits required by Article 13A, Section 1(b)(3)(C) and (D) of the California Constitution
2. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article 13(A), Section 1(b)(3) of the California Constitution
3. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district, including any reports required by Education Code 17584.1
4. Reviewing efforts by the district to maximize bond revenues by implementing cost-saving measures including, but not limited to, the following:
  - a. Mechanisms designed to reduce the costs of professional fees
  - b. Mechanisms designed to reduce the costs of site preparation
  - c. Recommendations regarding the joint use of core facilities

*(cf. 1330.1 - Joint Use Agreements)*

- d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design
- e. Recommendations regarding the use of cost-effective and efficient reusable facility plans

*(cf. 7110 - Facilities Master Plan)*

The Board shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions. (Education Code 15280)

Note: Pursuant to Government Code 54952, open meeting laws (the Brown Act) apply to any commission, committee, board, or other body created by formal action of the Board, regardless of whether that body is permanent or temporary, decision-making or advisory.



**GENERAL OBLIGATION BONDS (continued)**

All oversight committee proceedings shall be open to the public and noticed in the same manner as proceedings of the Board. Committee meetings shall be subject to the provisions of the Ralph M. Brown Act. (Education Code 15280; Government Code 54952)

*(cf. 9320 - Meetings and Notices)*

The oversight committee shall issue regular reports, at least once a year, on the results of its activities. Minutes of the proceedings and all documents received and reports issued shall be a matter of public record and shall be made available on the district's web site. (Education Code 15280)

*(cf. 1340 - Access to District Records)*

Members of the oversight committee shall be subject to prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1098. (Education Code 15282)

*(cf. 9270 - Conflict of Interest)*

**Reports**

Note: The following section applies to all bond elections.
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Within 30 days after the end of each fiscal year, the Board shall submit to the County Superintendent of Schools a report concerning any bond election(s) containing the following information: (Education Code 15111)

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved
2. The percentage of registered electors who voted at the election
3. The results of the election, with the percentage of votes cast for and against the proposition



# **Administrative Regulation**

## **General Obligation Bonds**

**AR 7214**

**Facilities**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

### **Election Notice**

The Superintendent or designee shall ensure that election notice and ballot requirements are satisfied in accordance with Education Code 15120-15126 and 15272.

### **Certificate of Results**

If it appears from the certificate of election results that the appropriate majority of the voters are in favor of issuing the bonds, the Governing Board shall cause an entry of that fact to be made in its minutes. The Board shall then certify to the board of supervisors of the county whose superintendent of schools has jurisdiction over the district all proceedings had in connection with the election results. (Education Code 15124, 15274)

(cf. 9324 - Board Minutes and Recordings)

### **Resolution Regarding Sale of Bonds**

Following passage of the bond measure, the Board shall pass a resolution to issue the sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. (Education Code 15140)

Prior to the sale of bonds, the Board shall adopt, as an agenda item at a public meeting, another resolution, which includes all of the following items: (Education Code 15146)

1. Express approval of the method of sale



**2. Statement of the reasons for the method of sale selected**

**3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected**

**4. Estimates of the costs associated with the bond issuance**

**After the sale, the Board shall be presented with the actual cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146)**

**Citizens' Oversight Committee**

**If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)**

**The citizens' oversight committee shall consist of at least seven members including, but not limited to: (Education Code 15282)**

- 1. One member active in a business organization representing the business community located within the district**
- 2. One member active in a senior citizens organization**
- 3. One member active in a bona fide taxpayers' organization**
- 4. One member who is a parent/guardian of a child enrolled in the district**
- 5. One member who is a parent/guardian of a child enrolled in the district and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council**

**(cf. 0420 - School Plans/Site Councils)**

**(cf. 1230 - School-Connected Organizations)**

**No employee, official, vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. (Education Code 15282)**



Members of the citizens' oversight committee shall serve for a term of two years without compensation and for no more than two consecutive terms. (Education Code 15282)

The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The committee shall actively review and report on the proper expenditure of taxpayers' money for school construction and shall convene to provide oversight for, but not limited to, the following: (Education Code 15278)

1. Ensuring that bond revenues are expended only for the purposes described in Article 13A, Section 1(b)(3) of the California Constitution including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities

2. Ensuring that, as prohibited by Article 13A, Section 1(b)(3)(A) of the California Constitution, no funds are used for any teacher and administrative salaries or other school operating expenses

In furtherance of its purpose, the committee may engage in any of the following activities: (Education Code 15278)

1. Receiving and reviewing copies of the annual, independent performance audit required by Article 13A, Section 1(b)(3)(C) of the California Constitution

2. Receiving and reviewing copies of the annual, independent financial audit required by Article 13A, Section 1(b)(3)(D) of the California Constitution

3. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article 13(A), Section 1(b)(3) of the California Constitution

4. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district, including any reports required by Education Code 17584.1

5. Reviewing efforts by the district to maximize bond revenues by implementing cost-saving measures including, but not limited to, the following:

- a. Mechanisms designed to reduce the costs of professional fees

- b. Mechanisms designed to reduce the costs of site preparation

- c. Recommendations regarding the joint use of core facilities

- d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design



e. Recommendations regarding the use of cost-effective and efficient reusable facility plans

(cf. 7110 - Facilities Master Plan)

The Board shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions. (Education Code 15280)

All oversight committee proceedings shall be open to the public and noticed in the same manner as proceedings of the Board. Committee meetings shall be subject to the provisions of the Ralph M. Brown Act. (Education Code 15280; Government Code 54952)

(cf. 1220 - Citizen Advisory Committees)

(cf. 9320 - Meetings and Notices)

The oversight committee shall issue regular reports, at least once a year, on the results of its activities. Minutes of the proceedings and all documents received and reports issued shall be a matter of public record and shall be made available on the district's web site. (Education Code 15280)

(cf. 1340 - Access to District Records)

(cf. 9324 - Minutes and Recordings)

Members of the oversight committee shall be subject to prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1098. (Education Code 15282)

(cf. 9270 - Conflict of Interest)

#### **Reports**

Within 30 days after the end of each fiscal year, the Board shall submit to the County Superintendent of Schools a report concerning any bond election(s) containing the following information: (Education Code 15111)

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved
2. The percentage of registered electors who voted at the election
3. The results of the election, with the percentage of votes cast for and against the proposition



Regulation CENTER UNIFIED SCHOOL DISTRICT  
approved: May 2, 2007 Antelope, California




*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item**     X    **To:** Board of Trustees**Information Item**           **Date:** February 16, 2011**# Attached Pages**     0    **From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:**                     **SUBJECT: Middle School and Elementary Grade-Span Reorganization**

As a result of our current financial situation, it is being recommended that our elementary schools' grade-spans return to serve our kindergarten through 6<sup>th</sup> grade student population beginning in the 2011/2012 school year. Through this re-organization, Wilson C. Riles will now be responsible for serving our 7<sup>th</sup> and 8<sup>th</sup> grade student population. This recommendation will allow us to maximize resources at elementary schools and create significant budgetary savings at Wilson C. Riles through staffing and service reductions. The resulting structure will allow us to reduce district expenditures by over \$300,000.

**RECOMMENDATION:** The Center Joint Unified School District Board of Trustees approve the proposed reorganization of our elementary and middle school student populations beginning with the 2011/12 school year.



# *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: Personnel Department	Action Item <u>  X  </u>
To: Board of Trustees	Information Item <u>          </u>
Date: February 16, 2011	# Attached Pages <u>  4  </u>
From: George Tigner, Chief Administrative Officer	
Principal/Administrator Initials: <u>          </u>	

<p><b>SUBJECT: Resolution #5/2010-11: Reduction or Elimination of Particular Kinds of Certificated Services</b></p> <p>Attached for Board review and action is Resolution #5/2010-11, Reduction/Elimination of Certificated Services, to be implemented for the upcoming 2011-12 school year.</p> <p><b>RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve Resolution #5/2010-11: Reduction or Elimination of Particular Kinds of Certificated Services.</b></p>
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**BOARD OF TRUSTEES OF THE  
CENTER JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 5/2010-11**

**RESOLUTION OF THE CENTER JOINT UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES RELATING TO THE REDUCTION OR ELIMINATION  
OF  
PARTICULAR KINDS OF CERTIFICATED SERVICES**

**WHEREAS**, the Superintendent has recommended to the Board of Trustees of the Center Joint Unified School District that it shall be necessary to reduce or eliminate the particular kinds of service of the District described below not later than the beginning of the 2011-12 school year; and

**WHEREAS**, Education Code sections 44949 and 44955 require action by the Board of Trustees to reduce or eliminate particular kinds of services of the District not later than the beginning of the next school year; and

**WHEREAS**, the Board of Trustees has determined it shall be necessary and in the best interest of the District to reduce or eliminate the particular kinds of services described below and to decrease a corresponding number of certificated employees in the District not later than the beginning of the 2011-12 school year; and

**WHEREAS**, the Board of Trustees is required by law to give written notice to all certificated employees to be laid off as a result of a decision to reduce or eliminate particular kinds of certificated services prior to March 15; and

**WHEREAS**, the Board of Trustees has considered all positively assured attrition, including deaths, resignations, retirements and other permanent vacancies, for 2011-12 which has occurred to date in determining the needed service to be reduced or eliminated; and

**WHEREAS**, the Board of Education is authorized by the Education Code section 44955 to establish criteria based upon the needs of the district and the students thereof for determining the order of termination as between certificated employees who first rendered paid service to the District on the same date; and

**WHEREAS**, Education Code section 44955 provides that the service of no permanent employee may be terminated while any probationary or any other employee with less seniority is retained to render a service which the permanent employee is certificated and competent to render; and

**WHEREAS**, the Board of Education is authorized by Education Code section 44955 to deviate from terminating certificated employees in order of seniority where the district demonstrates a specific need for personnel to teach a specific course or courses of



study or to provide services for which the employee has special training and experience;  
and

**WHEREAS**, the Board of Education is required by the No Child Left Behind Act of 2001 ("NCLB") to take steps to ensure that all teachers who are assigned to teach core academic subjects, including teachers in alternative programs, have met NCLB requirements as "highly qualified" since the beginning of the 2006-07 school year.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Trustees of the Center Joint Unified School District:

1. That all of the foregoing recitals are true and correct; and
2. That the following particular kinds of certificated services shall be reduced or eliminated not later than the beginning of the 2011-12 school year:

<b>A.</b>	<b><u>Educational Services:</u></b>	
	Academic Coordinator	3.00 FTE
	Special Education	3.55 FTE
<b>B.</b>	<b><u>Continuation High School Services:</u></b>	
	Lead Teacher (.50)/P.E. (.33)/Nutrition (.17)	1.00 FTE
	Counseling (.50)/Success (.33)/Drivers Educ. (.17)	1.00 FTE
<b>C.</b>	<b><u>High School Departmentalized Services:</u></b>	
	English (9-12)	1.00 FTE
	Counseling	1.00 FTE
	Social Science History (9-12)	1.00 FTE
	Auto Shop	0.60 FTE
	Drivers Education	0.20 FTE
	Digital Photography	0.20 FTE
<b>D.</b>	<b><u>Middle School Departmentalized Services:</u></b>	
	English (7-8)	2.00 FTE
	Counseling	1.00 FTE
	P.E. (including Academy Elective 7/8)	3.00 FTE
	Ceramics	0.20 FTE
	Band 6/P.E. 6	0.20 FTE
<b>E.</b>	<b><u>Elementary Classroom Services:</u></b>	
	Multiple Subject Instruction (Grades K – 6)	28.50 FTE
<b>F.</b>	<b><u>Administrative Services:</u></b>	
	Assistant Principal - Middle School	1.00 FTE
<b>TOTAL</b>		<b>48.45 FTE</b>



3. That as a result of the foregoing elimination or reduction of particular kinds of certificated services it is necessary to terminate at the end of the 2010-11 school year the employment of a corresponding number of full time equivalent probationary and/or permanent certificated employees of the District.

4. That for purposes of calculating seniority, credentials held and information necessary to apply skipping, bumping and tie-breaker criteria, the District will consider only such documentation provided to the Human Resources Office by certificated personnel on or before January 14, 2011.

5. That "competency" for the purpose of Education Code section 44955 shall be determined solely upon current possession of a preliminary or clear credential for the subject matter or grade level to which the employee will be assigned at the beginning of the 2011-12 school year and at least one year of experience within the preceding ten (10) years teaching or providing academic support in the subject matter at the applicable elementary, middle, or high school level. Further, that due to the specific need of the District to hire and retain only highly qualified teachers in academic subject areas, "competency" shall require current confirmation of qualification of academic subject competency ("highly qualified"), or verifiable eligibility for competency if not previously reviewed by the District, in all subjects of a proposed assignment, including assignments teaching multiple academic subjects and assignments in secondary alternative schools, in accordance with the NCLB.

6. That as between employees who first rendered paid service on the same date the order of termination shall be based solely on the needs of the District and the students thereof, as determined by the point system described herein. This system shall be applied only where the implementation of layoffs or rehire actually impacts two or more employees with the same first date of paid service and is applied only to those employees. In the case of each tie, points shall be granted to each affected employee based upon the following criteria:

- a. Possession of a currently valid preliminary or clear California teaching credential – *1 point*;
- b. Possession of multiple valid preliminary or clear California teaching credentials – *1 point*;
- c. Greater total year of service, as defined by Education Code section 44908, with any California public school district – *1 point*;
- d. Possession of one or more English Language Learner certifications (*e.g.*, LDS, CLAD, SB 1969, SB 395, BCC, BCLAD) or other EL qualifying credential – *1 point*;
- e. Possession of one or more post graduate degree(s) – *1 point*;



- f. Possession of an undergraduate major or minor in: math, science, special education – *1 point*;
- g. In any case where a tie results after calculating the cumulative points for each of the above criteria, then the tie shall be broken by ranking the tied employees from lowest to highest according to the last four digits of their social security number, with the lower number deemed less senior than the next higher number.

7. That the Superintendent and/or his designee is directed to send appropriate notices to all employees to be affected by virtue of this action in accordance with the provisions of the California Education Code and to afford all such employees all rights to which they are entitled under law.

8. That the Superintendent and/or his designee is directed to make such assignments and reassignments in such manner that certificated employees are retained to render any service which their seniority and qualifications entitle them to render.

PASSED AND ADOPTED by the Board of Trustees of the Center Joint Unified School District on February 16, 2011, by the following vote:

AYES:

NOES:

ABSENT:

CERTIFICATION

STATE OF CALIFORNIA            )  
  )     ss.  
COUNTY OF SACRAMENTO        )

I certify the above is a true copy of a resolution adopted by Board of Trustees of the Center Joint Unified School District at a meeting held on February 16, 2011.

DATED: February 16, 2011

BOARD OF TRUSTEES OF THE CENTER  
JOINT UNIFIED SCHOOL DISTRICT,  
COUNTY OF SACRAMENTO, STATE OF  
CALIFORNIA

BY: \_\_\_\_\_  
SCOTT A. LOEHR  
Superintendent



***Center Joint Unified School District***

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Personnel Department</b>	
<b>Date:</b>	<b>February 16, 2011</b>	<b>Action Item</b> <u>  X  </u>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b>
<b>From:</b>	<b>George Tigner</b> <b>Chief Administrative Officer</b>	<b># Attached Pages</b>

**SUBJECT:                   REVISED 2011/2012 DISTRICT CALENDAR**

**George Tigner, Chief Administrative Officer, is requesting that  
The Governing Board approve the attached revised 2011-2012  
District Calendar.**

**RECOMMENDATION:   Approve Calendar as presented**





# 2011-2012 CENTER JOINT UNIFIED SCHOOL DISTRICT



## 2011

JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
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27	28	29	30			

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## 2012

JANUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
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26	27	28	29			

MARCH						
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25	26	27	28	29	30	31

APRIL						
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22	23	24	25	26	27	28
29	30					

MAY						
S	M	T	W	T	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE						
S	M	T	W	T	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



Holiday



School Day



*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item**     X    **To:** Board of Trustees**Information Item**           **Date:** February 16, 2011**# Attached Pages**     9    **From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:**                     **SUBJECT: Center High School Course Offerings****Course Offerings Center High School**

CHS has been redeveloping some of its course offerings and will ultimately be seeking board approval. Therefore, this item has been placed on the agenda to discuss and receive input from the CJUSD School Board

CHS is first proposing to change its 9<sup>th</sup> grade year long required Computer Applications course into a new 9<sup>th</sup> grade year long Career Technical Education course. This new course will focus on career exploration while maintaining a technology focus. (Please see attached course outline for a more detailed overview.)

Secondly, CHS is proposing to change its required 12<sup>th</sup> grade semester long Consumer Finance course into a required 10<sup>th</sup> grade semester long Personal Finance course. This course would be thematically taught and incorporate the driver's training requirements. (Please see attached course outline for a more detailed overview.)

**Points To Consider****Computer Applications transitioning to Career Technical Education**

1. Course content is modified and updated.
2. Course content is more relevant to current student population and need.
3. Course will expose students to career options.
4. All 9<sup>th</sup> graders are currently required to take a year long required course. The changing of the course content will not alter the graduation requirements or scheduling of courses.
5. Course offering to begin 2011/12 school year.

**Consumer Finance (12<sup>th</sup> grade requirement) to Personal Finance (10<sup>th</sup> grade requirement)**

1. Are we satisfied with the course content?
2. Are we committed to making it a requirement?
3. How will the requirement impact scheduling?
4. How will the change impact 12<sup>th</sup> grader requirements?
5. Should we postpone offering, leave current requirement in place, until new course is further developed?

**RECOMMENDATION:** This is a discussion item only.



**PLANNED COURSE STATEMENT  
CENTER UNIFIED SCHOOL DISTRICT  
CENTER HIGH SCHOOL**

Department: Business

Course Title: Career Technical Education

Course Number:

Length of Course: 2 semesters                      Number of Credits: 10

Grade Level: 9

Prerequisite(s): None

a-g Approval:

Lab Fee:

Course meets graduation requirement in the following area:

**COURSE DESCRIPTION:** This introductory course for ninth graders is to prepare academically focused students for high school and beyond. Completing this pathway will enable students to apply the appropriate knowledge, skills, and practical experience necessary to pursue their chosen profession through whatever course of postsecondary, collegiate, and/or internship it may require. Throughout this course, emphasis will be placed on career awareness, character education, study skills, and technology.

Although one year in length, the course consists of four separate 9 week units as follows: Critical Thinking Utilizing the Internet; Introduction to Media Technology (including digital photography, web design, and photo editing); Effective Communication utilizing Microsoft Office 2010 Access, Excel and One Note; and Career Exploration utilizing COIN software and a variety of self-assessments.

Students will:

1. practice organizational skills necessary for school success
2. utilize study skills practical for individual learning styles
3. research, discuss, interview, experience, and/or shadow career professionals



4. be exposed to a variety of post-secondary career opportunities
5. practice job searching skills for a part-time job while in high school and a career position after high school
6. gain a personal knowledge of their skills, abilities, and aptitude
7. develop research skills utilizing the Internet
8. develop communication skills, both written and oral, for job search, job acquisition, and academic requirements
9. identify and create charts from statistical data
10. design, modify, and export data in a database
11. be introduced to the media arts, i.e. computer graphics, digital photo, and web design, for further learning in courses devoted to these skills
12. develop interpersonal skills necessary to be successful in the workplace and life.
13. develop a four-year high school plan
14. write a simple life plan
15. create an electronic portfolio to be completed over the four years of high school

#### STATE STANDARDS ADDRESSED IN THIS COURSE:

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.3 Apply appropriate interviewing techniques:
  - a. Prepare and ask relevant questions.
  - b. Make notes of responses.
  - c. Use language that conveys maturity, sensitivity, and respect.
  - d. Respond correctly and effectively to questions.
  - e. Demonstrate knowledge of the subject or organization.
  - f. Compile and report responses.



- g. Evaluate the effectiveness of the interview.
- 2.5 Write documents related to career development, including simple business letters and job applications:
  - a. Present information purposefully and succinctly and meet the needs of the intended audience.
  - b. Follow the conventional format for the type of document (e.g. letter of inquiry, memorandum).
- 2.6 Demonstrate use of sophisticated learning tools by following technical directions.
- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.
- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.4 Understand effective technologies used in Website development and the Internet.
- 4.5 Know procedures for maintaining secure information, preventing loss, and reducing risk.
- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.



- 9.2 Understand the ways in which pre-professional associations, such as the Future Business Leaders of America, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- B1.2 Use appropriate software to design and produce quality images, documents, and presentations.
- B5.1 Understand the purpose, scope, and development of a Web site.
- 10.11 Students analyze the integration of countries into the world economy.
- 10.3.5 Understand the connections among natural resources, entrepreneurship, labor and capital in an industrial economy.

#### INSTRUCTIONAL RESOURCES (TEXTBOOKS, VIDEOS, ETC.):

Teacher-created materials, Occupational Outlook Handbook, Bureau of Labor Statistics, Strong-Campbell Interest Inventory, Guest Speaker(s), Shadow Day, Myers-Briggs; Microsoft Office 2010, Photoshop,

INSTRUCTIONAL STRATEGIES: Lecture; discussion; interviews; skills, aptitude, and ability assessments; interest inventory, internet research; cooperative learning groups; guest speakers; role-play; simulations (computer and group); Internet research,

ASSESSMENTS: Research paper on current career choice, participation, tests, quizzes, presentations

#### COURSE DESCRIPTION PREPARED BY:

Molly Anderson, Cathy Cummings, Joe Gomes, Holland, Myers, and Shirley White

#### APPROVAL PROCESS:

Department Chairperson:	_____	_____
Principal:	_____	_____
Course of Study Committee:	_____	_____
Assistant Superintendent,		
Instructional Services	_____	_____
Board of Trustees:	_____	_____
	<i>Signature/Approval</i>	<i>Date</i>



# Career Technical Education

required class for freshmen – beginning 2011-12 school year  
*a sampling of the proposed units of instruction*

## **Quarter One – Effective Communication**

- Exploration of Self – public speaking; students bring in 5 artifacts from home representing the student's childhood, family, abilities, interests/hobbies and future goals. Using Word the students will type a synopsis of the presentation and then present to the class.
- Business English – formatting and writing business letters
- Spreadsheet/chart of personal time management (24 hours)
- Oral presentation/Interviewing
- Use Excel to create and print a complete 30-word crossword puzzle. Include clues (correct grammar, punctuation, etc.) and an answer sheet.

Field trip possibilities: Sky Zone Marketing 101, program designed to take students through the process of creating a business (demographic study, design of logo/tag line, etc.)

Portfolio component: first draft of a personal statement

## **Quarter Two – Media Arts**

- Creation of fictitious business – a written business plan, logo/slogan creation, business card, letterhead, brochure, pamphlet
- Find a picture of a famous person. Take or acquire a picture of yourself. Using photo manipulation software, place yourself in the picture of the famous person so it cannot be determined that you were not actually in the original photo.
- Create a 3-page web site for yourself. Links to other pages may be to your favorites, your family, your friends, etc. but all pages must be created by you. Pages must include internal links, external links, photos, artwork, and text. A picture of yourself must be included. It does not need to be online, it may be saved locally, or on a flash drive, or network.

Portfolio component: business card, digital image, and copy of student's best project



### **Quarter Three – Career Exploration**

- Development of job search packet – creation of student's first resume', virtual resume', effective letter of application/cover letters
- Strong-Campbell interest inventory and/or Myers-Briggs Personality Inventory
- Bureau of Labor Statistics / Occupational Outlook Handbook
- COIN – career interest inventories
- Employability Skills Evaluation – self evaluation and instructor's evaluation
- "One Minute Me"

Guest speakers: career representatives from industry

Portfolio component(s): 9<sup>th</sup> grade level resume' and Occupational Research paper

### **Quarter Four – Internet Research**

- Plan and take a virtual trip in a chosen state in the U.S.
- Plan and take a virtual international vacation.
- Simulation(s) – 'Caravans' (World Geography) and/or 'Flight' (map reading)
- Class competition – state identification
- Fact vs. Fiction – Internet research
- Comparison shopping
- Cyber Security/Identity Theft

Field trip possibilities: Intel and/or Hewlett Packard

Portfolio component(s): certificate of completion



**PLANNED COURSE STATEMENT  
CENTER UNIFIED SCHOOL DISTRICT  
CENTER HIGH SCHOOL**

Department: Business  
Course Title: Driving Through Your Finances  
Course Number:  
Length of Course: One semester                      Number of credits: 5  
Grade Level(s): 10  
Prerequisite(s): None  
a-g Approval: No  
Lab Fee: None

Course meets graduation requirement in the following area:

Drivers' Education/Personal Finance

**COURSE DESCRIPTION:**

This is a one semester course required for graduation designed to prepare students to be drivers. Students will develop knowledge of the provisions of the Vehicle Code and other California laws relating to the operation of motor vehicles, acceptance of personal responsibility in traffic, a true appreciation of the causes, seriousness and consequences of traffic accidents, and to develop the knowledge and attitudes necessary for the safe operation of motor vehicles. In the 2<sup>nd</sup> half of the semester, students will study personal finance including budgeting, saving/spending, banking, making decisions as a consumer, and learn the financial aspects of insuring, owning, and operating a vehicle.

**STATE STANDARDS ADDRESSED IN THIS COURSE:**

*Driver's Education*

- Education Code 51220 – mandated drivers' education
- Education Code 51220.1 – dangers of alcohol or drugs
- Education Code 51851 – 30 hours of instruction

**8.0 Ethics and Legal Responsibilities**

Students understand professional, ethical, and legal behavior consistent with applicable laws and regulations.



Personal Finance

**2.3 Written and Oral English Language Conventions**

(1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**2.4 Listening and Speaking**

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(2.3) Apply appropriate interview techniques

**Specific applications of Writing Strategies and Applications standards**

(2.5) Write job applications and resumes.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

**5.0 Problem Solving and Critical Thinking**

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.3 Use critical thinking skills to make informed decisions and solve problems.

B2.1 Know basic banking concepts and terms.

C1.0 Create a budget to calculate long-term projections.

C4.1 Know the appropriate uses of basic types of insurance policies.

C4.2 Understand the ways in which insurance reduces risk.

**INSTRUCTIONAL RESOURCES (TEXTBOOKS, VIDEOS, ETC.):**

Managing Your Personal Finances, 6<sup>th</sup> edition, Ryan © 2010, South-Western CENGAGE Learning.

Responsible Driving, Glencoe/McGraw-Hill, 1997

California Department of Motor Vehicles, Driver's Handbook



**INSTRUCTIONAL STRATEGIES:** Lecture, classroom discussion, online test banks, videos, Internet research, budgeting/banking simulation, resume' writing, effective Business communication, personal interest inventories, aptitude testing, career search, simulated job interviews, guest speakers, portfolios.

**COURSE DESCRIPTION PREPARED BY:**

Molly Anderson, Cathy Cummings, Joe Gomes, Holland, Myers, and Shirley White

**APPROVAL PROCESS:**

Department Chairperson:

\_\_\_\_\_

Principal:

\_\_\_\_\_

Course of Study Committee:

\_\_\_\_\_

Assistant Superintendent,  
Instructional Services

\_\_\_\_\_

Board of Trustees:

\_\_\_\_\_

*Signature/Approval*

*Date*



# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** 02/16/11

**Action Item**   X  

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess   
Director of Fiscal Services

**# Attached Page**

**SUBJECT:**

**Acceptance of Audit Report  
And  
Certification of Corrective Actions  
For the 2009/10 Audit Findings**

At the January 19, 2011 meeting, the Board was presented the audit report for fiscal year ending June 30, 2010. Now, corrective action has been implemented and will be used in the ensuing years for the three audit findings that were included in the 2009/10 audit.

Finding 2010-1 addresses the deficit spending in the Charter School Fund for Antelope View Charter School. Finding 2010-2 addresses the excess vacation carryover to a subsequent year for 8 District employees. Finding 2010-3 addresses Student Body Cash Disbursements at Center High School. All corrective actions have been addressed and are in place.

**Recommendation:** That the Board accept the 2009/10 audit report and certify the corrective action as described.



## **2009-10 AUDIT FINDING CORRECTIVE ACTION**

**DISTRICT:** Center Unified School District

**FINDING CATEGORY/NUMBER:** Charter Schools - #60000

**FINDING:** Deficit Spending **PAGE:** 69

Describe below specific corrective action used in resolving audit finding:

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. You will need to provide all documentation which supports the specific action taken toward resolving the finding: i.e. copies of amended reports, corrective action plans, written procedures, agendas of staff inservices, etc.

Attach all pertinent documentation. No. of attachments for this finding:

This finding addressed the deficit spending at Antelope View Charter School. The deficit spending occurred at year end once all payrolls had been run and final invoices were received for the fiscal year. The District has in place, a "hard stop" on all requisitions entered into the system. Orders cannot be placed without available budget. The deficit occurs when payroll expenses are charged to the site. The "hard stop" does not apply to payroll expenses.

In addition, the newly settled audit finding for fiscal year 2006/07 will be taken into account. The settlement dated February 1, 2011, calls for the repayment of principal apportionment that totals \$386,000 over 8 years. The annual installment of \$48,500 will begin in fiscal year 2011/12 and end 2018/19.

To that end, all future interim reports and budgets will require a reserve to cover the finding settlement and deficit spending to guard against a negative impact on the General Fund for the District.



2/1/11

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

A PROFESSIONAL CORPORATION  
ATTORNEYS AT LAW  
2485 Natomas Park Drive, Suite 240  
Sacramento, California 95833  
Telephone: (916) 923-1200  
Facsimile: (916) 923-1222

1 ATKINSON, ANDELSON, LOYA, RUUD & ROMO,  
2 A Professional Corporation  
3 James Scot Yarnell, State Bar No. 143057  
4 Scott K. Holbrook, State Bar No. 213028  
5 2485 Natomas Park Drive, Suite 240  
6 Sacramento, California 95833  
7 Telephone: (916) 923-1200  
8 Facsimile: (916) 923-1222

9 Attorneys for Appellant CENTER UNIFIED  
10 SCHOOL DISTRICT

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BEFORE THE EDUCATION AUDIT APPEALS PANEL

CENTER UNIFIED SCHOOL DISTRICT,  
Appellant,

v.

OFFICE OF THE CONTROLLER, STATE OF  
CALIFORNIA,  
Respondent,

And

DEPARTMENT OF FINANCE, STATE OF  
CALIFORNIA,  
Intervener.

EAAP Case No.: 08-12  
OAH No.: 2009050441

**SETTLEMENT STIPULATION**

The Center Unified School District ("Appellant" or "District"), Office of the State Controller ("Controller"), and Intervener California Department of Finance ("Finance") agree to a complete resolution of the above-captioned matter as follows:

**I.  
RECITALS**

A. This matter involves the District's Antelope View Charter School ("Charter School") which operates an Independent Study Program ("ISP"). The Charter School opened in the 2000-01 school year, is accredited by the Western Association of Schools and Colleges, and serves pupils who have difficulty in the traditional classroom setting, including many minority and socioeconomically disadvantaged students.



1 B. In December 2007, the Charter School received a negative audit finding resulting  
2 in a loss of all apportionment for the 2006-07 school year totaling \$1,387,383.00 (Audit Finding  
3 2007-4). The 2006-07 school year audit was conducted by Robertson & Associates, CPAs,  
4 55 First Street, Suite 306, Lakeport, CA 95453 ("Auditor"). The Auditor determined the Charter  
5 School's independent study master agreements were not in one self contained document and did  
6 not fully comply with Education Code section 51747.

7 C. The Controller certified Audit Finding 2007-4 in June 2008. The District timely  
8 requested summary review. In March 2009 Executive Director Cindy Chan, Education Audit  
9 Appeals Panel ("Panel"), concluded the conditions for finding substantial compliance were not  
10 clearly met.

11 D. In April 2009, the District timely filed its Notice of Audit Appeal requesting a  
12 hearing and waived its right to have the hearing set within "90 days" as required by Education  
13 Code section 41344(d).

14 E. Finance timely moved to intervene in the proceeding on June 10, 2009, and was  
15 granted intervener status.

16 F. The hearing was set for September 2, 2009. On July 15, 2009, a 90-day  
17 continuance was granted to allow the District time to submit additional documentation to the  
18 Auditor for a second review of Audit Finding 2007-4.

19 G. The hearing was reset for December 1, 2009. The District received the Auditor's  
20 revised Finding ("Revised Audit") on October 2, 2009. The District distributed copies of the  
21 Revised Audit to the parties on October 5, 2009. The Revised Audit was forwarded to the  
22 Controller for certification. On October 23, 2010 the District filed a motion to continue the  
23 hearing which was granted. The Revised Audit was not certified by the Controller and the  
24 hearing was reset for May 25-27, 2010.

25 H. On May 25, 2010, prior to commencement of the hearing, the District and Finance  
26 entered into a stipulated settlement agreement wherein the Charter School agreed to repay  
27 \$386,000.00 within the next eight (8) years without interest to resolve this matter. The Controller  
28 did not join in the stipulated settlement agreement and the hearing proceeded.



1 I. On October 4, 2010, the Administrative Law Judge ("ALJ") issued a proposed  
2 decision denying the Charter School's appeal. However, the ALJ concluded the settlement  
3 agreement entered into between Appellant and Finance in the amount of \$386,000.00 "is  
4 reasonable" and "constitutes a serious penalty" for the Charter School. (See Proposed Decision,  
5 at p. 27, *fn.* 8.) The ALJ reasoned the settlement amount accounts for the "inadvertent nature" of  
6 the Charter School's "noncompliance, its good faith efforts to correct the problem once  
7 discovered, and the benefits of the ISP to students," and "avoids the catastrophic consequence of  
8 closure of the school and loss of the program." (*Id.*)

9 J. On January 12, 2011, the Panel rejected the proposed decision in its entirety and  
10 notified Appellant and Controller that both parties may submit written argument to the Panel on  
11 or before February 4, 2011.

12 K. On January 19, 2011, the Appellant commenced settlement discussions with the  
13 Controller and on February 1, 2011, the Controller accepted the Appellant's offer to settle this  
14 matter as described further below.

15 L. The Charter School has never received a negative audit finding prior to or after the  
16 2006-07 school year.

17 M. In order to avoid the cost and uncertainty of litigation, the Appellant, Controller,  
18 and Finance agreed to resolve this dispute on the terms and conditions described herein.

19 II.  
20 AGREEMENT

21 For the purpose of completely settling and resolving the audit findings between Charter  
22 School, Controller, and Finance, the parties agree as set forth below:

23 1. This Settlement Stipulation fully and completely resolves all claims, demands,  
24 appeals, obligations, or causes of actions between Charter School, Controller, and Finance arising  
25 from or relating to Audit Finding 2007-4 and/or the audit appeal. Accordingly, Appellant,  
26 Controller, and Finance expressly waive any right or claim to assert or pursue hereafter any claim,  
27 demand, obligation, and/or cause of action between Charter School, Controller, and/or Finance  
28 relating to Audit Finding 2007-4 and/or the audit appeal.



1           2. Charter School shall repay in full satisfaction of Audit Finding 2007-4 from its  
2 future apportionments the sum of \$386,000.00 over a period of 8 years, without interest, at an  
3 annual payment of \$48,250.00 commencing with the 2011-12 school year. Appellant, Controller,  
4 and Finance agree that the Charter School will repay the \$386,000.00 in eight (8) annual  
5 installments of \$48,250.00 each, to be withheld from the Charter School's future principal  
6 apportionment funding from the State of California, as follows:

7	(A)	2011-2012	\$48,250.00
8	(B)	2012-2013	\$48,250.00
9	(C)	2013-2014	\$48,250.00
10	(D)	2014-2015	\$48,250.00
11	(E)	2015-2016	\$48,250.00
12	(F)	2016-2017	\$48,250.00
13	(G)	2017-2018	\$48,250.00
14	(H)	2018-2019	\$48,250.00

15           The State of California will not charge the Charter School any interest for the amounts  
16 specified in paragraph 2, above, under the terms of this Stipulation.

17           3. The Charter School will fully adhere to the requirements of Education Code  
18 section 51747 regarding independent study written agreements.

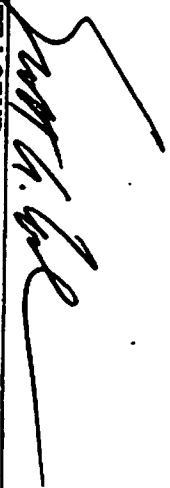
19           4. This Settlement Stipulation is subject to and conditioned upon approval and  
20 adoption by the Panel, pursuant to Education Code section 41344.1, subdivision (b). This  
21 Settlement Stipulation shall be submitted to the Panel for approval following execution hereof by  
22 the parties and may be executed in counterparts, each of which shall constitute an original.  
23 Facsimile signatures transmitted to the parties to this Settlement Stipulation are deemed to be the  
24 equivalent of original signatures on counterparts.

25           5. This Settlement Stipulation contains the entire agreement between the Charter  
26 School, Controller, and Finance and constitutes the complete, final, and exclusive embodiment of  
27 their agreement with respect to the subject matter hereof. The terms of this Settlement  
28 Stipulation are contractual and not a mere recital, and is executed without reliance upon any

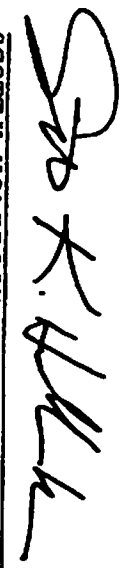


1 promise, warranty, or representation by any party or any representative of any party other than  
2 those expressly contained herein, and each party has carefully read this agreement, has been  
3 advised of its meaning and consequences by its respective attorney, and signs the same by their  
4 own free will.

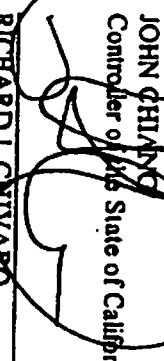
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6 DATED: 2/1/11, 2011

  
SCOTT LOEHR  
Superintendent  
For Appellant, CENTER UNIFIED SCHOOL  
DISTRICT

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12 DATED: 2/1, 2011

  
SCOTT K. HOLBROOK  
Atkinson, Andelson, Loya, Ruud & Romo  
Attorneys for Appellant CENTER UNIFIED SCHOOL  
DISTRICT

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19 DATED: 2-1-11, 2011

  
JOHN CHIANG  
Controller of the State of California  
\_\_\_\_\_  
RICHARD J. CHIVARO  
Chief Counsel  
Attorneys for  
STATE CONTROLLER JOHN CHIANG

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2485 Nicholas Park Drive, Suite 240  
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1 KAMALA D. HARRIS  
2 Attorney General of the State of California  
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DATED: 2/1, 2011

ISRAEL CASTRO

Supervising Deputy Attorney General  
Attorneys for Intervener  
DEPARTMENT OF FINANCE

IT IS SO APPROVED.

DATED: , 2011

DIANA L. DUCAY  
For EDUCATION AUDIT APPEALS PANEL

ATKINSON, ANDELSON, LOYA, RUUD & ROMO  
A PROFESSIONAL CORPORATION  
ATTORNEYS AT LAW  
2485 NOLANUS PARK Drive Suite 240  
Sacramento, California 95833  
Telephone (916) 923-1200  
Facsimile (916) 923-1222



## **2009-10 AUDIT FINDING CORRECTIVE ACTION**

**DISTRICT:** Center Unified School District

**FINDING CATEGORY/NUMBER:** Charter Schools - #60000

**FINDING:** Excess Vacation Carryover **PAGE:** 69-70

**Describe below specific corrective action used in resolving audit finding:**

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. **You will need to provide all documentation** which supports the specific action taken toward resolving the finding: i.e. copies of amended reports, corrective action plans, written procedures, agendas of staff inservices, etc.

**Attach all pertinent documentation. No. of attachments for this finding:**

This finding addressed the excess vacation that is carried over by employees from one fiscal year to another. Board policy allows one year of unused hours to be carried over for use in the subsequent year.

The District is working towards the elimination of excess vacation by requiring employees to follow the bargaining unit agreements. The office of our Chief Administrative Officer has sent letters to all employees and their supervisors asking for a calendar of scheduled vacation days to exhaust the excess leaves. The office is also requesting monthly vacation reports from the payroll department to track the progress of employees that hold excess vacation.



---

PERSONNEL MEMORANDUM

---

TO: [REDACTED]  
FROM: GEORGE TIGNER, CHIEF ADMINISTRATIVE OFFICER  
SUBJECT: EXCESS VACATION TIME  
DATE: NOVEMBER 16, 2010



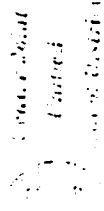
According to payroll records, you have 42 excess vacation hours that must be used prior to June 30, 2011.

District vacation policy states:

1. Earned vacation shall be taken at a time during the year most convenient for the operation of the District and at the discretion of the Chief Administrative Officer.
2. In the case of employees assigned exclusively to one (1) school, the principal may recommend when vacation shall be taken.
3. Vacation shall be taken prior to the end of the school year following the year in which it was earned, except by permission of the Chief Administrative Officer, which shall not serve as precedent for any other request.

In keeping with this policy, you are advised that you must schedule your excess vacation time with your immediate supervisor no later than December 10, 2010 so that you can use that vacation time before June 30 or you may be at risk of forfeiting what you have earned.





Jeanne Bess <jbess@centerusd.org>

## Excess Vacation

2 messages

Sophia Kennedy <sophiak@centerusd.org>

To: Jeanne Bess <jbess@centerusd.org>, Mike Jordan <mikejordan@centerusd.org>, Craig Deason <cdeason@centerusd.org>, Lisa Coronado <coronado@centerusd.org>, Kathy Lord <klord@centerusd.org>, David Grimes <davidgrimes@centerusd.org>, Kris Schimieder <kriss@centerusd.org>, Joyce Duplissea <joyce@centerusd.org>

Thu, Dec 2, 2010 at 10:31 AM

Reminder

Vacation plans for all employees with excess vacation hours are due Friday, December 10, 2011 in the Personnel Office. Please be reminded that because of ongoing budget concerns the District may not be able to cover the cost of substitutes, especially for custodians, during the summer. With that being said, please encourage, if possible, employees to take some of their excess vacation hours during the Winter break.

Again, thank you for your assistance in this matter.

Sophia Kennedy  
Personnel Office  
Center Joint Unified School District  
4000 E. 1st Avenue, Suite 100  
Denver, CO 80202  
Phone: 303.733.1234  
Fax: 303.733.1235

[sophiak@centerusd.org](mailto:sophiak@centerusd.org)

Jeanne Bess <jbess@centerusd.org>

To: Sophia Kennedy <sophiak@centerusd.org>

Mon, Dec 6, 2010 at 4:20 PM

Good afternoon,



In response to your request, the following people with excess vacation have arranged for time off to use that time.

Michelle ~~██████████~~ - December 22, 26-30; 40 hrs-  
Jacquelyn ~~██████████~~ - November 24-30; December 1, 20-22, 27-30; May 26-27, 31; 104 hrs.  
Carol ~~██████████~~ - November 12-24; December 22, 27-30; February 23-25; June 30; 88 hrs  
Michelle ~~██████████~~ - November 12, 15, 16 hrs  
Marie ~~██████████~~ - November 10, 12; December 22; January 10, February 18; April 21; 48 hrs  
Jeanne ~~██████████~~ - November 12

Thank you.



## **2009-10 AUDIT FINDING CORRECTIVE ACTION**

**DISTRICT:** Center Unified School District

**FINDING CATEGORY/NUMBER:** Internal Controls - #30000

**FINDING:** Student Body - Center H.S. **PAGE:** 70

Describe below specific corrective action used in resolving audit finding:

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. **You will need to provide all documentation** which supports the specific action taken toward resolving the finding: i.e. copies of amended reports, corrective action plans, written procedures, agendas of staff inservices, etc.

Attach all pertinent documentation. No. of attachments for this finding:

This finding concerns the student body cash disbursements at Center High School. The District agrees that during its internal audit, the discrepancy was not observed.

Each month the bank reconciliation is sent to the District office for review. At least once each year, we do our own internal audit of the authorizations from students, signatures, dates and dollar amounts. At the time of our audit, we are shown minutes of student body meetings, including the vote for expenditures, invoices, and check logs. The site uses the FCMAT manual for Student Body guidelines as a reference manual. Our procedure for internal audits will be increased in both depth and frequency at the high school.





## Account Statement

If you have any questions  
about your account, please call:

CUSTOMER SERVICE

ACCOUNT NUMBER

CENTER UNIFIED SCHOOL DISTRICT 527  
CENTER HIGH SCHOOL STUDENT BODY FUND  
3111 CENTER COURT LANE  
ANTELOPE CA 95843

STATEMENT DATE 07/30/10  
CYCLE 33  
ITEMS ENCLOSED PAGE 1

YEAR-TO-DATE INTEREST  
21.95

PREVIOUS BALANCE	CHECKS AND WITHDRAWALS NUMBER AMOUNT	DEPOSITS AND CREDITS NUMBER AMOUNT	INTEREST MINUS CHARGES	NEW BALANCE
33,876.61	17 14,094.73	4 12,760.32	1.46	32,543.66

## ACCOUNT ACTIVITY

## BALANCE SUMMARY

ANALYSIS INTEREST CHECKING - - - - - CURRENT RATE .05%

DATE BALANCE

30 DAYS THIS CYCLE ANNUAL PERCENTAGE YIELD EARNED .05%

- - - - - DEPOSITS - - - - -

PREVIOUS BALANCE

DATE	DESCRIPTION	AMOUNT
07/21	BRANCH DEPOSIT	6,210.64
07/21	BRANCH DEPOSIT	4,147.14
07/21	BRANCH DEPOSIT	2,378.04
07/27	CREDIT MEMO	24.50
07/30	INTEREST	1.46

06/30 33,876.61

07/06 33,754.91

07/08 33,529.91

07/12 33,279.91

07/13 33,221.91

07/16 32,377.51

07/21 44,470.08

07/23 43,995.43

07/26 43,721.24

07/27 43,745.74

07/28 32,747.74

07/29 32,542.20

07/30 32,543.66

NEW BALANCE

07/30 32,543.66

- - - - - WITHDRAWALS-FEES-CHARGES - - - - -

DATE	DESCRIPTION	AMOUNT
07/12	EDWARD JONES - INVESTMENT	250.00
07/13	CC13/CERTEGY - VSA/MC ACT.	54.90
07/13	CC13/CERTEGY - VSA/MC ACT.	3.10
07/23	RETURNED ITEM	165.64
07/23	RETURNED ITEM	14.00
07/26	RETURNED ITEM	85.00
07/26	RETURNED ITEM	50.00
07/26	RETURNED ITEM	25.00

ITEM	DATE	AMOUNT	ITEM	DATE	AMOUNT
17254	07/08	225.00	17384*	07/21	143.25
17367*	07/26	114.19	17385	07/29	205.54
17371*	07/06	121.70	17386	07/23	295.01
17375*	07/16	844.40	17388*	07/28	10,998.00
17382*	07/21	500.00			

\* INDICATES GAP IN CHECK SEQUENCE

SAVE 10% TO 15% ON OFFICE DEPOT PURCHASES! ENROLL YOUR  
WESTAMERICA BANK CHECK CARD IN OUR FREE PROGRAM AT ANY  
BRANCH, AT WWW.WESTAMERICA.COM, OR CALL 1-800-848-1088.

EXTRA CASH LINE OF CREDIT CUSTOMERS: YOUR ACCOUNT DETAILS ARE LISTED BELOW. LATE PAYMENT WARNING: IF YOUR  
MINIMUM PAYMENT IS NOT RECEIVED BY THE PAYMENT DUE DATE, YOU MAY BE CHARGED A LATE FEE OF \$5.

PREVIOUS BALANCE	NUMBER	ADVANCES AND DEBITS	AMOUNT	NUMBER	PAYMENTS AND CREDITS	AMOUNT	INTEREST CHARGED	FEES CHARGED	NEW BALANCE
LIVE OF CREDIT	CREDIT AVAILABLE	ANNUAL PERCENTAGE RATE	DAILY PERIODIC RATE	PAYMENT PAST DUE	PAYMENT THIS PERIOD	MINIMUM PAYMENT DUE	PAYMENT DUE DATE	YEAR-TO-DATE INTEREST PAID	

THANK YOU FOR BANKING WITH US. NOTICE: SEE REVERSE SIDE FOR IMPORTANT INFORMATION.



**BANK RECONCILIATION REPORT**

As of Statement Ending Date: 7/30/2010

Bank Code: A - CHECKING - WEST AMERICAN

GL Account: 100 CHECKING - WEST AMERICAN

---

Opening Bank Statement Balance:	33,876.61
Cleared Deposits:	41,681.97
Cleared Checks and Charges:	13,447.09
Cleared Adjustments:	(29,567.83)

Calculated Bank Balance:	32,543.66
--------------------------	-----------

Less:	Outstanding Checks:	1,093.00
Plus:	Deposits In Transit:	4,444.33
Plus:	Uncleared Adjustments:	0.00

Calculated Book Balance:	35,894.99
--------------------------	-----------

Actual Book Balance:	35,894.99
----------------------	-----------

VARIANCE:	<u>0.00</u>
-----------	-------------

Ending Bank Statement Balance:	32,543.66
--------------------------------	-----------

Calculated Bank Balance:	<u>32,543.66</u>
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Out of Balance Amount:	<u><u>0.00</u></u>
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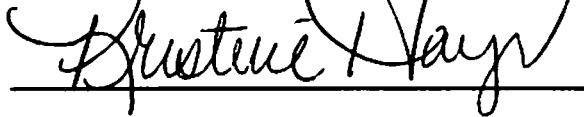
Prepared by:



Date:

8-18-10

Reviewed by:



Date:

8-18-10



**BANK RECONCILIATION REPORT**

As of Statement Ending Date: 7/30/2010

Bank Code: A - CHECKING - WEST AMERICAN

GL Account: 100 CHECKING - WEST AMERICAN

Date	Type	Name	Ref #	Amount	Cleared
<b>Cleared Deposits:</b>					
05/24/10	D	BANK DEPOSIT	2770	2,378.04	C
05/27/10	D	BANK DEPOSIT	2771	4,147.14	C
06/09/10	D	BANK DEPOSIT	2773	6,210.64	C
07/27/10	D	BANK DEPOSIT	2775	10,890.04	C
07/27/10	D	BANK DEPOSIT	2776	62.40	C
07/28/10	D	BANK DEPOSIT	2777	2,579.00	C
07/28/10	D	BANK DEPOSIT	2778	1,081.00	C
07/29/10	D	BANK DEPOSIT	2779	5,820.00	C
07/29/10	D	BANK DEPOSIT	2780	859.00	C
07/30/10	D	BANK DEPOSIT	2781	7,654.71	C
10 Cleared Deposits:				41,681.97	
<b>Cleared Checks:</b>					
04/30/10	C	FOOTHILL HIGH SCHOOL	17254	225.00	C
06/11/10	C	KEN CALDEIRA	17367	114.19	C
06/11/10	C	KRISS HAYS	17371	121.70	C
06/11/10	C	JOHN ASCUAGA'S NUGGET	17375	844.40	C
06/11/10	C	JEFF WISE	17382	500.00	C
07/19/10	C	DANA BUSATH	17384	143.25	C
07/19/10	C	D-"3" SPORTS	17385	205.54	C
07/19/10	C	SAVEMART	17386	295.01	C
07/19/10	C	UCA SUMMER CAMPS	17387	10,998.00	C
9 Cleared Checks:				13,447.09	
<b>Cleared Adjustments:</b>					
07/27/10	A	IMPORTED TO WRONG BANK	1	(10,890.04)	C
07/27/10	A	IMPORTED TO WRONG BANK	2	(62.40)	C
07/28/10	A	IMPORTED TO WRONG BANK	3	(2,579.00)	C
07/28/10	A	IMPORTED TO WRONG BANK	4	(1,081.00)	C
07/29/10	A	IMPORTED TO WRONG BANK	5	(5,820.00)	C
07/29/10	A	IMPORTED TO WRONG BANK	6	(859.00)	C
07/30/10	A	IMPORTED TO WRONG BANK	7	(7,564.71)	C
07/30/10	A	WRONG ACCOUNT AND AMOU	8	(90.00)	C
07/12/10	A	SCHOLARSHIP	1237	(250.00)	C
07/13/10	A	VISA CHARGES	1238	(54.90)	C
07/13/10	A	VISA CHARGES	1239	(3.10)	C
07/23/10	A	Ret Ck:SPAGHETTI FACTO #8000	1240	(163.64)	C
07/26/10	A	Ret Ck:White #166	1241	(85.00)	C
07/26/10	A	Ret Ck:WHITE #165	1242	(50.00)	C
07/26/10	A	Ret Ck:HARGREAVES #9190	1243	(25.00)	C
07/30/10	A	INTEREST	1244	1.46	C
07/27/10	A	CREDIT MEMO	1245	24.50	C
07/23/10	A	Ret Ck:WONG #201	1246	(14.00)	C
07/23/10	A	Ret Ck:SPAGHETTI FACTO #8000	1247	(2.00)	C
19 Cleared Adjustments:				(29,567.83)	
<b>Outstanding Checks:</b>					



**BANK RECONCILIATION REPORT**

As of Statement Ending Date: 7/30/2010

Bank Code: A - CHECKING - WEST AMERICAN

GL Account: 100 CHECKING - WEST AMERICAN

Date	Type	Name	Ref #	Amount	Cleared
04/24/09	C	EMILY ZARZEKA	16445	40.00	
09/25/09	C	IVAN CALHOUN	16723	52.00	
04/12/10	C	KASEY NUNES	17181	100.00	
04/30/10	C	TEAM JEDI MARKETING, LLC	17265	320.00	
05/11/10	C	MIKE HOANG	17292	100.00	
05/11/10	C	VITALIY KOLOMIYCHENKO	17295	100.00	
05/11/10	C	VALENTINA SEMENOVA	17300	100.00	
05/21/10	C	AMRIT BHULLAR	17321	71.00	
06/11/10	C	IMAGINE EVENTS	17373	210.00	
9 Outstanding Checks:				1,093.00	

## Outstanding Deposits:

05/20/09	D	BANK DEPOSIT	2479	1,580.00	
05/21/09	D	BANK DEPOSIT	2481	1,310.00	
09/17/09	D	BANK DEPOSIT	2546	1,330.33	
05/21/10	D	BANK DEPOSIT	2768	70.00	
05/24/10	D	BANK DEPOSIT	2769	154.00	
5 Outstanding Deposits:				4,444.33	





CENTER HIGH SCHOOL-WEB  
DANA BUSATH  
3111 CENTER COURT LANE  
ANTELOPE CA 95843-9111

REVTRAK, INC.

**CREDIT CARD MERCHANT STATEMENT**  
STATEMENT PERIOD: 07/01/2010 - 07/30/2010  
MERCHANT: [REDACTED] MCC: [REDACTED]  
DBA: CENTER HIGH SCHOOL-WEB

\*- INFORMATION ONLY -\*

POST	DEP	BATCH	TICKETS	AMOUNT \$	ADJUSTMENT \$	PAID DISCOUNT \$	SETTLED AMT \$
DEPOSIT TOTALS		0		0.00	0.00	0.00	0.00

**DEPOSIT ITEM SUMMARY**

PURCHASE	0	0.00	DEBITS	0	0.00
CASHBACK		0.00	CREDITS	0	0.00
RETURNS	0	0.00			
TOTAL	0	0.00	TOTAL	0	0.00

**OTHER CHARGES**

CARD	CHARGE	DESCRIPTION	NUMBER	RATE	SETTLEMENT \$
EQUIPMENT	4013	EQUIPMENT RENTAL	1	4.9500	4.95
MISCELLANEOUS	6034	MISCELLANEOUS FEE	1	49.9500	49.95
TOTAL OTHER CHARGES					54.90

**BILLING SUMMARY**

DESCRIPTION	AMOUNT \$
SETTLEMENT CHARGES	0.00
MINIMUM BILL ADJ	0.00
LESS PAID DISCOUNT	0.00
OTHER CHARGES	54.90

YOUR ACCOUNT WILL BE DEBITED :

54.90





**CENTER HIGH SCHOOL  
DANA BUSATH  
3111 CENTER COURT LANE  
ANTELOPE CA 95843-9111**

1-800-368-0000  
REVTRAK, INC.  
321-255-1270

**CREDIT CARD MERCHANT STATEMENT**  
STATEMENT PERIOD: 07/01/2010 - 07/30/2010  
MERCHANT [REDACTED] MCC: [REDACTED]  
DBA: CENTER HIGH SCHOOL

\*- INFORMATION ONLY -\*

DEPOSITS							
POST	DEP	BATCH	TICKETS	AMOUNT \$	ADJUSTMENT \$	PAID DISCOUNT \$	SETTLED AMT \$
07/29	07/29	397	14	1,016.00	0.00	0.00	1,016.00
07/30	07/30	398	13	864.00	0.00	0.00	864.00
DEPOSIT TOTALS		2		1,880.00	0.00	0.00	1,880.00

DEPOSIT ITEM SUMMARY					
PURCHASE	27	1,880.00	DEBITS	0	0.00
CASHBACK		0.00	CREDITS	0	0.00
RETURNS	0	0.00			
TOTAL	27	1,880.00	TOTAL	0	0.00

SETTLEMENT CHARGES						
DESCRIPTION	ITEMS	AMOUNT \$	AVG TICKETS \$	DISC RATE %	ITEM RATE	SETTLEMENT \$
VISA	7	270.00	38.57	3.4900	0.3000	11.52
VISA	1	20.00	20.00	1.9900	0.3000	0.70
VIBT	1	9.00	9.00	2.9900	0.3000	0.57
VIBT	13	1,036.00	79.69	1.9900	0.3000	24.52
VSPR	1	190.00	190.00	3.4900	0.3000	6.93
MCWC	2	105.00	52.50	1.9900	0.3000	2.69
MCWE	1	105.00	105.00	3.4900	0.3000	3.96
MCEC	1	145.00	145.00	2.9900	0.3000	4.64
<b>TOTAL SETTLEMENT CHARGES</b>						<b>55.53</b>

BILLING SUMMARY	
DESCRIPTION	AMOUNT \$
SETTLEMENT CHARGES	55.53
MINIMUM BILL ADJ	0.00
LESS PAID DISCOUNT	0.00
OTHER CHARGES	0.00

**YOUR ACCOUNT WILL BE DEBITED :**

**55.53**