

# **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, April 13, 2011 - 6:00 p.m.**

### **STATUS**

- I. CALL TO ORDER & ROLL CALL - 5:00 p.m.**
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION**
  - 1. Student Expulsions/Readmissions (G.C. §54962)
  - 2. Conference with Labor Negotiator, George Tigner, Re: CUTA and CSEA
  - 3. Public Employee Performance Evaluation (Certificated) Superintendent (G.C. §54957)
- III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION**
- IV. CLOSED SESSION - 5:00 p.m.**
- V. OPEN SESSION - CALL TO ORDER - 6:00 p.m.**
- VI. FLAG SALUTE**
- VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** Info/Action
- VIII. ADOPTION OF AGENDA** Action

**STUDENT PRESENTATION:** 1<sup>st</sup> Grade students from Arlene Stassinis' class will be singing patriotic music for us.

*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 schedule 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>IX. STUDENT / STAFF RECOGNITIONS</b> (5 minutes each)		Info
1. McClellan High School Basketball Team - David DeArcos		
2. Shady Creek Outdoor Experience Camp Counselors - Oak Hill 5 <sup>th</sup> Grade Team		
3. 2010/11 Oak Hill Student Council Officers and Green Berets - David Grimes		
<b>X. STUDENT BOARD REPRESENTATIVE REPORTS</b> (3 minutes each)		Info
1. Center High School - Anthony Mendoza		
2. McClellan High School - Que Shawn Horton		
3. Antelope View Charter School - Raymond Houston		
4. Global Youth Charter School - Oscar Gonzalez		
<b>XI. ORGANIZATION REPORTS</b> (3 minutes each)		Info
1. CSEA - Marie Huggins, President		
2. CUTA - Heather Woods, President		
<b>XII. REPORTS/PRESENTATIONS</b> (8 minutes each)		Info
Curriculum	1. Williams Uniform Complaint Quarterly Reporting - George Tigner	
Facilities & Op.	2. Facilities Report - Craig Deason	
↓	3. Bond Fund Project Budget Report- Kasey Humackich, CPM	
↓	4. Transportation Report - Isabella Maranon, Transportation Supervisor	
<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</b> (10 minutes)		Info
<b>XV. CONSENT AGENDA</b> (5 minutes)		Action
<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>		
Governance	1. Approve Adoption of Minutes from February 16, 2011 Regular Meeting	
↓	2. Approve Adoption of Minutes from March 16, 2011 Regular Meeting	
↓	3. Approve Resolution #10/2010-11: Resolution Authorizing Payment To Board Member For Missed Meeting	
Personnel	4. Approve Certificated Personnel Transactions	
↓	5. Approve Classified Personnel Transactions	
↓	6. Approve Resolution #7/2010-11: Final Certificated Notice of Layoff for the Ensuing 2011-12 School Year	
Curriculum	7. Approve CHS FBLA Attendance at State Leadership Conference	
↓	8. Approve 2010/2011 Master Contract: Point Quest	
↓	9. Approve 2010/2011 Individual Service Agreements: 2010/11-127, 128 Point Quest	
↓	10. Approve 2010/11 and 2011/12 OdysseyWare Online Licenses	
↓	11. Approve Professional Service Agreement: Terkensha Associates	
↓	12. Approve Early Mental Health Initiative Grant for Oak Hill Elementary	
Facilities & Op.	13. Approve 2010-2011 Safe School and Emergency Preparedness Plan - Riles	
↓	14. Approve 2010-2011 Safe School and Emergency Preparedness Plan - Oak Hill	
↓	15. Approve Contract with Mark Scott Construction, Inc., for Fire Repairs at AVCS	
Business	16. Approve Contract for Mandated Cost Claims to Centration for Fiscal Year 2011/12	

- ↓ 17. Approve Payroll Orders: July 2010 - March 2011
- ↓ 18. Approve Supplemental Agenda (Vendor Warrants)

**XVI. INFORMATION ITEMS**

Info

Curriculum

- 1. WASC Visiting Committee Report - AVCS

**XVII. BUSINESS ITEMS**

Curriculum

- A. Global Youth Early College High School Charter Revision

Action

**XVIII. ADVANCE PLANNING**

Info

**a. Future Meeting Dates:**

- i. Regular Meeting: Wednesday, May 18, 2011 @ 6:00 p.m. - Oak Hill  
Elementary School MultiPurpose Room

**b. Suggested Agenda Items:**

**XIX. CONTINUATION OF CLOSED SESSION (Item IV)**

Action

**XX. ADJOURNMENT**

Action

# *Center Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** 3/31/11

**Action Item**

**To:** Board of Trustees

**Information Item X**

**From:** David DeArcos, Principal

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

**Principal's Initials:** *DD*

**SUBJECT:**

**Item IX. Student/Staff Recognitions**

McClellan High School's 2010-2011 basketball team had 8 wins and 2 losses during regular league play. The won both playoff games and are now the Sacramento Athletic Conference Champions.

The team is coached by Greg Davis. Team members are: Anthony Williams, Joseph Brown, Marcelino Felipe, Shawn Stanton, David Guess, Anthony Randle, Austin Hamilton, Oleg Fomin, Steven Moyle, Brandon Alvarez and Chris Lesly.



# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** April 13th, 2011

**To:** Board of Trustees

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

**Administrator's Initials:** \_\_\_\_\_

**Action Item**

**Information Item** XX

**# Attached Pages** 1

**SUBJECT: Student Recognition**

The 5<sup>th</sup> grade team at Oak Hill Elementary would like to honor eleven Center High School seniors for their volunteer work as Camp Counselors on the 5<sup>th</sup> grade Shady Creek Outdoor Experience.

**RECOMMENDATION:**

## *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Oak Hill Elementary School

**Date:** March 31, 2011

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

**To:** CJUSD Board of Trustees

**From:** David Grimes, Principal

**# Attached Pages** 0

**Principal's Initials:** DEG

**SUBJECT: Oak Hill student recognitions**

Oak Hill Principal David Grimes would like to recognize the 2010/11 Oak Hill Student Council Officers and the 2010/11 Oak Hill Green Berets (student conflict managers) for their efforts leading to an enhanced learning environment and school climate.

**RECOMMENDATION: Recognize Oak Hill students by certificate**

## Center Joint Unified School District

### AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Action Item

Date: April 13, 2011

Information Item X

To: Board of Trustees

# Attached Pages 1

From: George Tigner, Chief Admin. Officer  
Initials: G.T.

### SUBJECT: Williams Uniform Complaint Quarterly Reporting

As a result of the Williams legislation, all school districts in California are required to report quarterly summaries of all received Williams legislation complaints to the district's governing board. Once the item is reported to the Board, a summary is then forwarded to the district's county office of education.

Below is a summary of our Williams UCP complaints and will serve as our documentation to meet the reporting requirements of the Williams lawsuit. The attached data will be submitted to SCOE through an online process.

RECOMMENDATION: Informational Item

**CENTER JOINT UNIFIED SCHOOL DISTRICT**  
**SUMMARY OF WILLIAMS UCP COMPLAINTS-**  
**January through March 2011**

<b>Areas of Complaints</b>	<b># of Complaints</b>	<b># Resolved</b>	<b># Unresolved</b>
Sufficiency Of Textbooks	0	0	0
Facilities Issues	0	0	0
Vacancy or Misassignment of Teachers	0	0	0
CAHSEE	0	0	0

## *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Facilities & Operations Department	<b>Action Item</b> _____
<b>To:</b> Board of Trustees	<b>Information Item</b> <u>  X  </u>
<b>Date:</b> April 13, 2011	<b># Attached Pages</b> _____
<b>From:</b> Craig Deason, Assist. Supt.	
<b>Initials:</b> <u>CD</u>	

<b>SUBJECT:</b>	<b>Facilities Report 4/13/11</b>
<b>Review Bond Projects</b> <ul style="list-style-type: none"> <li>• Center Court Paving - Completed August '06</li> <li>• Modernization - Completed August '08</li> <li>• CHS Athletic Field Upgrades - Completed October '09</li> <li>• WCR Athletic Fields Upgrades - Completed August '09</li> <li>• CHS Baseball Field Upgrades - Completed August '11</li> </ul>	
<b>Use of Remaining Funds</b> <ul style="list-style-type: none"> <li>• Goals           <ul style="list-style-type: none"> <li><input type="checkbox"/> Keep our facilities desirable in spite of difficult economic times.</li> <li><input type="checkbox"/> Ensure that Facilities and Grounds create an appealing first impression and provide an environment that promotes a positive learning experience.</li> <li><input type="checkbox"/> Attract new students to the District with improvements made possible with the remaining bond funds.</li> </ul> </li> <li>• Plan           <ul style="list-style-type: none"> <li>○ Paint trim and doors               <ul style="list-style-type: none"> <li>- Protect facility exterior</li> </ul> </li> <li>○ Crack fill, seal coat and stripe playgrounds and parking lots               <ul style="list-style-type: none"> <li>- Protect and extend the life of the asphalt</li> </ul> </li> <li>○ Grounds curb appeal               <ul style="list-style-type: none"> <li>- Sensored irrigation timers</li> <li>- Landscape Projects</li> </ul> </li> </ul> </li> </ul> <p>These improvements would be made in an effort to maintain an inviting appearance of District facilities.</p>	

*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

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

**Date:** April 13, 2011

**Information Item** X

**From:** Craig Deason, Assist. Supt.

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

**Assist. Supt. Initials:** CD

**SUBJECT:** Bond Fund Project Budget Report

Kasey Humackich of Capital Program Management will present the Bond Fund Project Budget Report.

*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department      **Action Item** \_\_\_\_\_

**To:** Board of Trustees      **Information Item**   X  

**Date:** April 13, 2011      **# Attached Pages**   23  

**From:** Craig Deason, Assist. Supt.

**Initials:** CD

**SUBJECT:                      Transportation Report**

Transportation Supervisor, Isabella Maranon, will present an overview of the Transportation Department's responsibilities.

*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**Action Item**     X    

**To:** Board of Trustees

**Information Item**           

**Date:** April 13, 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 16, 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, February 16, 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 - 6:07 p.m.**

**FLAG SALUTE** - led by Lisa Coronado

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

1. Student Expulsions/Readmissions (G.C. §54962)  
**Student Expulsion #10-11.14** – Recommendation approved.

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

**Student Expulsion #10-11.15** – Recommendation approved.

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

**Student Expulsion #10-11.16** – Recommendation approved.

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

**Student Expulsion #10-11.17** – Recommendation approved.

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

**Student Expulsion #10-11.18** – Recommendation approved.

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

**Student Expulsion #10-11.19** – Recommendation approved.

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

**Student Expulsion #10-11.20** – Recommendation approved.

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

**ADOPTION OF AGENDA** - approved adoption of agenda as amended: pull Consent Agenda Item 14 for separate consideration.

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

**STUDENT / STAFF RECOGNITIONS**

1. Student Recognition of Dudley VIPs - Lisa Coronado, Principal at Dudley Elementary School, recognized the Very Important People, students who do jobs around the school on their recess time.

**STUDENT BOARD REPRESENTATIVE REPORTS**

**Center High School – Joitai Johnson**

- Blood Drive was February 3. We received 97 pints of blood, and now have 6 blood donors.
- March of Dimes fundraiser, by FBLA, raised \$450.
- Progress Reports were handed out on February 14 in Advocacy.
- at the Homecoming Rally the Junior class took 1<sup>st</sup> place in class skits; the dance was a success as well.
- yesterday was the annual CHS Talent Show; it was an enjoyable night for everyone.
- Academic Decathlon Team was one of 26 high schools to compete at Inderkum HS; Veronica Zerdeva received 1<sup>st</sup> place in public speaking, and Hannah Jolly received the highest score on the team and received a scholarship.
- Senior Recognition is today at the Varsity Basketball game against the Foothill Mustangs.
- Junior Prom will be March 13 at Morgan Creek; tickets are \$65.
- Renaissance Rally is a new rally that will be March 11; we will recognize those who are academically proficient.
- Tolo Rally will be March 25

## **STUDENT BOARD REPRESENTATIVE REPORTS (continued)**

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

- 2<sup>nd</sup> trimester ended last week.
- 7 students graduated on February 11, which makes 20 graduates so far this year.
- 34 students made honor roll, and will be recognized at the February 28 assembly .
- students who earned Perfect Attendance during the 1<sup>st</sup> and 2<sup>nd</sup> trimesters will be entered into a raffle at the February 28 assembly for an iPod Shuffle donated by Horrace Mann.
- the Basketball team is strong and competitive this year, with 4 wins and 2 losses.
- Carlos Trujillo won the contest for designing a new sign for the front of the school; when funds are available, they will paint and install the new sign.

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

- currently enrollment is at 156 students.
- tomorrow there is a Senior Graduation meeting for parents and students; this will be about cap and gown orders, as well as baby pictures for the yearbook.
- WASC visit will be Feb 27 - March 2, and they are busy preparing for that.
- the Academic Awards Assembly was held on January 26, with 40% of the students receiving 3.0-3.99 GPA, and 10% receiving a 4.0 GPA.
- First ever Candy Grams sales were held on campus.
- Feb 7<sup>th</sup> twenty students took the ASVAT test and the results have come back; they will be reviewed with a counselor soon.
- AVCS will hold their version of CHS's Sport-a-Rama on April 27 & 29.

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

- last night the Boys Basketball team finished an undefeated season; the Girls Basketball team also had a good season.
- parents have organized 3 committees: Graduation Committee, Sports Committee, Outreach to Spanish Speaking Parents Committee.
- stakeholders have been working on revising the school's charter. The top priorities are: a small school environment, sports, college, and diversity among the students. There is some controversy of what will happen next year.
- there will be a rally this Friday.
- the basketball playoffs start on Wednesday at Wilson C. Riles, 7:00 p.m.

## **ORGANIZATION REPORTS**

1. **CUTA** - Heather Woods, President, announced that they are concerned as a union. With the 8 furlough days we will still be looking at losing close to 20% of our current staff. They are concerned that all of our cuts are coming from personnel, with close to 50 coming from certificated staff. She asked the Board, before they vote tonight, to think if there are any cuts that can be made away from personnel.

2. **CSEA** - Marie Huggins, President, echoed Heather's thoughts in that it is not the time to hit employees against employees. She addressed a comment made that Classified labor is unskilled labor. This has come up in budget meetings and other meetings about what to cut or what not to cut. It has been discussed, asking why we can't layoff a position and have volunteers do the work. Even though they are not certificated, it does not mean that we do not bring skills, certification, and qualifications to our jobs that would be different from someone coming in off the street would bring. She also noted that it violates Ed Code to lay off classified employees and then use volunteers to fill those positions.

## **REPORTS/PRESENTATIONS**

1. **Changes to Global Youth Charter School** - Shelly Hoover, Principal at Global Youth Charter School, noted that the information in the packet gives explains why we are having some changes come up in our charter. It will come forward at the March meeting for approval. They have had input from the parent teacher club, advisory council, staff, and students.

Mr. Loehr noted that they are looking at the charter agreement between the district and the charter. There are items in the existing charter that are not currently happening, so changes have to be made anyway.

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

Svetlana Sergiyenko, student at CHS, first acknowledged Ms. Woods for her courageous word to the Board. She then noted that students 18 and older should be able to give the reason for their absence verbally, rather than getting a note from their parents or contacting the parents.

Mr. Jordan was asked what the policy is at CHS. He noted that students who are 18, but still live at home, still need to have a parent note.

Angela Espinoza, thanked Craig Deason for getting the rental fees waived for the rental of the baseball complex. She then noted that Classified from the 2009/10 school year has a layoff list of those who have lost days or hours and it is making it hard to get the work done. There have been positions that have been vacated and not been filled. She asked the district to watch where all of the money is being spent.

Trustee Anderson asked Mr. Loehr to speak briefly about the special education encroachment on the budget, which he did.

Kay Morrison, teacher, spoke about the furloughs (teachers taking 8 furloughs versus DO furloughs), and that she felt teachers were coerced into the vote (threatened). She mentioned that there have been those who have gotten more money for more responsibilities, and the teachers will be teaching about a class and a half. She hopes that the Board and district reconsiders these items as we go through these difficult times.

Loretta Parshall, Bus Driver, noted that she has received two letters that have come out from the district. She asked which amount we are trying to reach, \$2.9 or \$4.5 million in cuts. Mr. Loehr noted that we need a minimum fo \$2.9 million in cuts. If the tax extension is not on the ballot, or doesn't pass, we would need \$4.5 million in cuts. Mr. Loehr noted that the county is now asking them to also address a possible \$6 million in cuts. He also noted that payments from the state to the district are being delayed until the next year, which is causing financial problems. Loretta inquired on the money that had been in reserve.

## **BOARD/SUPERINTENDENT REPORTS**

### **Mr. Loehr**

- noted that we are in a horrible position that we don't want to be in. They are taking each of the proposals/recommendations very seriously. He noted that it's a challenging time, we have a \$4.5 million deficit. We won't really know anything until June.
- recognized the settlement of the audit appeal for Antelope View Charter School; we received help from Senator Steinberg's office and passed info on to his office about the cuts affecting our district.
- complimented Center High School for being able to get their WASC approved.
- congratulated Mrs. Woods daughter, who received 2<sup>nd</sup> place, and the other Geography Bee winners.

**BOARD/SUPERINTENDENT REPORTS (continued)**

**Mrs. Kelley**

- noted that she had nothing to report.

**Mrs. Anderson**

- noted that downtown has had nothing different to say.
- suggested that everyone send emails to the Governor about holding off on the Going Green initiative.

**Mr. Hunt**

- felt the audience should know that there are many teachers that his family loves, that are being affected; the cuts are a difficult thing.
- agreed with Mrs. Morrison that we have dedicated teachers that are amazing.
- noted that we are not the only ones facing cuts; it is across the board throughout the state.

**Mr. Wilson**

- the Governor has zeroed out all of the money for County Veterans Services; Veterans need to get into their veterans office now and sign up while there is still a County Veterans Service Officer.

**Mr. Friedman**

- noted that there is a lot we can do: we have an opportunity to vote for an assembly person, think about how we feel about the tax measure, and we can make phone calls to the elected officials.
- noted that the Board does the best with the hand that is dealt them; he also noted that the Board listens to and considers what is said to them through email, mail, or in person.
- visited the CSEA meeting yesterday.
- attended the speech contest last week at the Foothill Rotary Club and heard two of our students present.
- attended, and purchased a book from, the Oak Hill PTA Book Fair.
- thanked everyone who was still in attendance for the remainder of the meeting.

**CONSENT AGENDA**

1. *This item has been pulled for separate consideration.*
2. Approved Adoption of Minutes from February 2, 2011 Special Meeting
3. Approved Certificated Personnel Transactions
4. Approved Classified Personnel Transactions
5. Approved Memorandum of Understanding - CUTA
6. Approved 2010/2011 Master Contracts:  
Capitol Academy (Formerly Rancho Learning Center)
7. Approved 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. Approved 2010/2011 Consolidated Application (Part II)
9. Approved Single Plan for Student Achievement - Riles
10. Ratified School Accountability Report Cards
11. Approved Safe School and Emergency Preparedness Plan - AVCS
12. Approved Use Agreement for Highlands Sports Complex
13. Approved Payroll Orders: July - January 2011
14. *This item has been pulled for separate consideration.*

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

**Vote:** General Consent

**CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION**

1. Approved Adoption of Minutes from January 19, 2011 Regular Meeting, as revised: correction of typos in Report from Global Youth Charter School Student Board Representative, change of CUTA Report to indicate that the 8 furlough days are equal to a pay cut of 4.4%, typos in Organization Reports 5 and 6, and the change of Trustee Kelley's Report to state "it is frightening to think that we are hoping for a \$2.9 million deficit, compared to a \$4.5 million deficit".

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

**Vote:** General Consent

14. Approved Supplemental Agenda (Vendor Warrants)

**Motion:** Anderson  
**Second:** Hunt

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

**INFORMATION ITEMS**

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

**BUSINESS ITEMS**

**A. 2011 CSBA Delegate Assembly Election, Subregion 6-B**

There was a motion to recommend John Gordon.

**Motion:** Anderson  
**Second:** Hunt

**Ayes:** Hunt, Anderson, Friedman  
**Noes:** Wilson  
**Abstain:** Kelley

There was a motion to recommend Lisa Kaplan.

**Motion:** Kelley  
**Second:** Hunt

**Vote:** General Consent

There was no motion for Richard Shaw, Ed Short or Roger Westrup, Sr.

**B. APPROVED - 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

**BUSINESS ITEMS (continued)**

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

**Motion:** Anderson

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

**Second:** Kelley

**Noes:** Wilson

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

Mr. Loehr noted that with the current budget situation we are in, this is one of the ways that would allow us to make some reductions at the middle school. It is purely a budgetary recommendation that can save us money; it has nothing to do with staff or anything to do with the elementary sites or the middle school.

Susie Lacy, parent at OH, asked how they would fit the additional students for the lunch times. Mr. Loehr noted that there are different things that they have looked at that will need to be adjusted to accommodate the larger number of students.

Angel Hughes asked for clarification on the sizes of the sites and the staffing at the sites affected. She asked that Dudley and OH be considered for at least a half time VP at each of those sites.

Caryn Kennedy, teacher, asked if this is a temporary move. She then asked "If it is only \$2.9 million then why move the 6<sup>th</sup> grade?" She also asked if class size reduction is being reduced forever.

**Motion:** Kelley

**Vote:** General Consent

**Second:** Anderson

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

Trustee Wilson noted that there was discussion about the number of days that had been stated in certificated reductions.

Mr. Brown noted that 44 FTE was the number they were told at the Open Forum, but the previous emails said 34.8 FTE. Heather Woods noted that they have been told that if we have to go to \$6 million in cuts, they would not hit personnel. There was then some discussion on the possibilities on how to reach the additional \$1.5 million in cuts, if needed. Scott Loehr noted that they could look at allocations that go to the schools, SIP funds, eliminating transportation 100%, other layoffs, and reductions in maintenance. They are putting a contingency plan in place. Ms. Bess would bring the contingency plan at a later date. Mrs. Woods asked that the staff and community be included in putting this plan together.

Susan Wilson, parent at Oak Hill, asked the Board and district to continue meetings for staff and community input. She asked that the word get out with a more adequate means of communication. Mr. Loehr noted that he will be going to the school sites to meet with parent groups. Mrs. Wilson noted that the state is in a predicament and our time has come, there is nothing left. She requested a report of the percent of payroll and benefits for the different employee groups for the last few years.

**BUSINESS ITEMS (continued)**

Susie Lacy, parent at Oak Hill, asked that there be more notification of meetings and to meet at a later time, to allow more families to attend.

A husband of a teacher asked for clarification on the difference of numbers of certificated FTE on the list of cuts.

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

**Vote:** General Consent

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

**Motion:** Kelley  
**Second:** Hunt

**Vote:** General Consent

**F. DISCUSSION - Center High School Course Offerings**

This item was a discussion item only. The high school is looking at redeveloping some of their courses, Career Tech Ed course and Consumer Finance. There have been other options that have come up since this packet came out; they still want to work on the Consumer Finance course. There is no hurry to get this out.

Trustee Anderson asked that Mr. Jordan and his site take their time to really develop the course offering changes.

Trustee Hunt shared his concerns with changes to the course requirements and the affects during the Freshman and Sophomore years. He did state that he liked the idea of the Career Tech Ed course. He wanted to look at the Health course and see how it fits into the Freshman year.

It was noted that this item could come back in March or April, for sure by the end of the school year.

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

Jeanne Bess noted that she brought the audit report to the last meeting. She is now asking that the report and findings be approved.

**Motion:** Wilson  
**Second:** Hunt

**Vote:** General Consent

**ADVANCE PLANNING**

**a. Future Meeting Dates:**

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

**b. Suggested Agenda Items:**

**ADJOURNMENT – 8:49 p.m.**

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

**Vote:** General Consent



Respectfully submitted,

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

\_\_\_\_\_  
Nancy Anderson, Clerk  
Board of Trustees

\_\_\_\_\_  
Adoption Date

*Center Joint Unified School District*

## AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office  
To: Board of Trustees  
Date: April 13, 2011  
From: Scott A. Loehr, Superintendent  
Principal's Initials: \_\_\_\_\_

Action Item     X    Information Item           #Attached Pages           **SUBJECT: Adoption of Minutes****The minutes from the following meeting are being presented:**

March 16, 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, March 16, 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

Trustees Absent: 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
3. Public Employee Performance Evaluation (Certificated) Superintendent (G.C. §54957)

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

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

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

It was announced that Trustee Wilson is unable to attend tonight's meeting due to work obligations.

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

1. Student Expulsions/Readmissions (G.C. §54962)  
**Student Readmission #09-10.36** – Recommendation approved.

**Motion:** Hunt  
**Second:** Kelley

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

**Student Expulsion #10-11.21** – Recommendation approved.

**Motion:** Anderson  
**Second:** Hunt

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

**Student Expulsion #10-11.22** – Recommendation approved.

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

**Student Expulsion #10-11.23** – Recommendation approved.

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

**FLAG SALUTE** - led by Anthony Mendoza

**ADOPTION OF AGENDA** - approved adoption of agenda as amended: move Business Item E to the beginning of Business Items, pull Consent Agenda Item 6, and remove Business Item A.

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

**STUDENT / STAFF RECOGNITIONS**

1. Global Youth Charter School's Soccer and Basketball Teams - Shelly Hoover, Principal at Global Youth Charter School, noted that both the Boys Soccer team and the Boys Basketball team at GYCS had done well this year, and made the playoffs. The players were recognized with certificates.
2. CJUSD Winner and Honorable Mention Winners in the Digital Public Service Announcement Contest - Tami J'Beilly, Categorical Services Specialist, recognized the creators of the Public Service Announcements that were viewed tonight.

**STUDENT BOARD REPRESENTATIVE REPORTS**

**Center High School** – Anthony Mendoza

- the 3<sup>rd</sup> Quarter ended last week.
- the Boys Basketball team went very far this season, attending the final round of the section championships at Arco Arena; they also went to the second round of the Section Conference.
- in the FBLA Northern Section Conference, CHS sent 14 students to compete at River Valley HS; many placed in the top ten, and about 6 will be attending the State Leadership Conference in April, in Santa Clara. Alex Mendoza won the position of CA FBLA Northern Section Public Relations Officer.
- Junior Prom was March 12 at Morgan Creek; 194 students attended this event
- the St. Baldrick Campaign went very well this year. Four people participated and raised over \$260.
- the Tolo Rally is on March 25<sup>th</sup>; the boys team up to battle the girls in various different games and activities.
- CHS is holding a fundraiser for the Pennies for Patients organization, which helps cancer patients.
- the Academic Decathlon Team improved overall; CHS had more than ten students competing. Three of the competitors won awards: Anthony received the Leadership Award for being Team Captain, Hannah Jolly received the Highest Scoring Team Member Award (and received a \$200 scholarship),

### **STUDENT BOARD REPRESENTATIVE REPORTS (continued)**

and Veronica Zherdeva got the Gold Medal in the Scholastic Speech Competition. Next year they hope to do better. \*It was noted that students who participate, and are a Junior or Senior, can receive 3 Sac State credits, for no charge, by participating and competing.

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

- they are proud of their Basketball Team; they are in first place in their league and have a tournament coming up March 24 & 25.
- at an assembly on February 28 a Representative from Horrace Mann was on hand to congratulate Anthony Williams, winner of the Perfect Attendance drawing. He won an iPod Shuffle, donated by Horrace Mann.
- Carlos Trujillo won for designing a new sign for the school; when funds are available, they will paint and install the new sign.
- McClellan High School's Open House will be Thursday, April 14 at 5:00 pm.

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

- the WASC visit is completed; the site hasn't received the official write-up yet.
- Sports-o-Rama sign-ups went out today and will be posted in the classrooms.
- next Wednesday a Representative from Senator Steinberg's office will be on campus to speak to the Government students; the representative will be giving more insight on how government works.
- Star Testing will be March 29 - April 1.
- PE testing was held today for 7<sup>th</sup> and 9<sup>th</sup> graders.
- Student Council is planning a movie day after STAR testing.
- picture day will be April 6<sup>th</sup>.
- they are currently handing out informational flyers about the school to the community and businesses in hopes to get more students.
- Yearbook sales are still open.
- March is Youth Art Month; the Art teacher has set up an Art Exhibit in the school office for this month.

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

- the Big City, Bright Lights Dance was last Friday.
- last Saturday was the New Student Orientation for new and existing families; the next orientation will be April 6 at 8:00 am, 3:30 pm and 6:00 pm.
- Star Testing will be the week of April 11.
- the WASC visit will be during the week of April 11.
- Graduation will be held in the Center High School auditorium on May 27.

### **ORGANIZATION REPORTS**

1. **CUTA** - Heather Woods, President, announced that they have 48.55 FTE in layoffs. Letters went home. Last Wednesday the teachers were invited to meet with the CUTA appointed attorney. They are hoping to avoid hearings again this year. People are ready to help push the tax extensions through. She also noted that she wanted to express to the district her concern that even though personnel makes up 85% of the budget, personnel is the only place that has been cut.
2. **CSEA** - Marie Huggins, President, noted that during a time of budget shortfall we tend to look at the dollar amount instead of the people. She also noted that the employees are concerned with the impact in the classrooms as well as the workplace. They are not just concerned with the impact on their income, but also the impact on the workplace and the employees left behind with the larger load. CSEA is more than willing to step up and join CUTA to make sure the tax extension passes.

## **REPORTS/PRESENTATIONS**

1. **CFW Foundation Scholarship Presentation** – Khushroo Gheyara, CFW representative, presented Kathleen Prindle, a Center High School Senior, with a scholarship for \$1,500.

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

Oksana Protasova – a student at CHS, shared her concern with the fire drill today. Trustee Hunt asked if we could install a home version of a smoke alarm for the Culinary Arts room. Mr. Deason noted that it was a possibility that was discussed earlier in the day.

James Litts, student at CHS, shared his concern with the lack of “sides” (usually tater tots) during the second lunch period, yet still having to pay the same price as the students who get the full lunch during the first lunch period. Mr. Deason noted that he would look into the shortage of tater tots.

Nicole Keena, student at CHS, shared her concerns with the fashion design classroom being next to the field because of mice coming into the room. She asked how often the room is sanitized because of rodents entering the classroom. Mr. Jordan noted that he would have to look into how often the rooms are sanitized. Mr. Deason noted that when his office receives notices of animals or rodents, in or near classrooms, his staff gets on it right away.

Jill Gamboa, student at CHS, noted that today a student pulled a fire alarm. She noted that there are many fire alarm panels that are not covered. Mr. Loehr noted that they can not be covered, and must be accessible.

Krystal Hernandez-Portillo, student at CHS, noted that today's drill happened at the beginning of class. She noted that students should have instruction on what to do when it occurs during a non-class time. Mr. Jordan noted that they have practiced before and after school time drills. He also noted that they have another one coming up.

## **BOARD/SUPERINTENDENT REPORTS**

### **Mrs. Kelley**

- thanked the media students for their presentations tonight.
- expressed to Heather how bad she feels that we have to cut so many teachers.
- regarding the tax extension and collaborating between the labor groups and the Board, she is here to help put together a common letter campaign or other campaign that would be put together

### **Mrs. Anderson**

- wanted to clarify her comments about the cafeteria: we would never let a child go hungry.
- noted that she was stunned by Heather's comments at the last Board meeting.

### **Mr. Hunt**

- amazed at the work that the CHS students have always done; tonight's presentation reminded him of the precedent nature of what they can do.

### **Mr. Loehr**

- appreciated the open dialog with both union presidents.
- thanked staff for their professionalism through all of this.
- noted that the tax extension in being talked about as we are meeting now; will keep both groups, and the Board, informed of the opportunities presented to us.
- attended the CHS basketball game at Arco Arena.
- thanked AVCS staff; he attended the WASC presentation and knows that the outcome will be very positive.

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

- noted that he has been scheduling smaller community meetings at each site; he will keep the Board informed.
- had a meeting today with Roberta MacGlashan; she is supportive of us. He thanked her, on behalf of the district, for her help with some traffic sign and transportation issues.

**Mr. Wilson** - was not available to report.

### **Mr. Friedman**

- thanked everyone for their professionalism during these times.
- noted that the Endowment events for this spring have been postponed.
- noted that he spoke to an Eagle Scout who looking to involve himself in more activities; he will inform us later of details.
- noted that we are better prepared than other districts in the decision making process, as well as the decisions that are made.

### **CONSENT AGENDA**

1. Approve 2010/2011 Master Contracts:  
Jillian King
2. Approve 2010/2011 Individual Service Agreements:  
2010/11-126 Jillian King (Speech)
3. Approve Field Trip to River Cats Game at Raley Field - Riles
4. Approve Attendance at FBLA State Officer Meeting - CHS
5. Approve AP US History Trip to Disney World in Orlando, Florida - CHS
6. *This item was pulled from the agenda*
7. Approve Disposal of Surplus Equipment: Hobart Gas Kitchen Stove
8. Approve Donations of Lumber from Stimson Lumber Company
9. Approve Payroll Orders: July - February 2011
10. Approve Supplemental Agenda (Vendor Warrants)

**Motion:** Kelley  
**Second:** Hunt

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

### **INFORMATION ITEMS**

1. Global Youth Charter Graduation to be held Friday, May 27, 2011 at 6:00 p.m.
2. Workshop: "Supporting the Transition of California's Common Core State Standards" - 20 participants (Riles)
3. Workshop: "Contracts Half Day Workshop" - C. Deason (O&F)

### **BUSINESS ITEMS**

#### **E. Changes to Global Youth Charter School's Charter**

Mr. Loehr noted that the document in the board packet is a draft being reviewed by cabinet and administration. It will later be reviewed by legal counsel, when ready.

Mrs. Hoover, Principal at Global Youth Charter School, noted that the charter needed to be updated/revised to reflect current practice on the campus. She also discussed the reasoning for the change in the school name, and mentioned the site looking into expanding the grades at the site.

**BUSINESS ITEMS (continued)**

Trustee Anderson questioned special education services at the site. Alyson Collier and Mr. Loehr both addressed that topic.

Several Board members and Student Representatives expressed their concerns with the proposed name and asked that it be brought to the student body again for review.

**A. PULLED - Resolution #9/2010-11: Resolution to Support Placing a Revenue Extension Measure on the Ballot**

This item was pulled from the agenda.

**B. APPROVED - Resolution #6/2010-11: Layoff For Lack of Work or Lack of Funds**

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

**C. APPROVED - Second Interim Report For Fiscal Year 2010/11**

Jeanne Bess gave an overview of the Second Interim Report.

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

**D. APPROVED - Tax & Revenue Anticipation Notes (TRANs) Request for Issuance, Resolution #8/2010-11: Resolution of the Governing Board Authorizing the Borrowing of Funds for Fiscal Year 2011-2012 and the Issuance and Sale of One or More Series of 2011-2012 Tax and Revenue Anticipation Notes Therefore and Participation in the California School Cash Reserve Program and Requesting the Board of Supervisors of the County to Issue and Sell Said Series of Notes**

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

**ADVANCE PLANNING**

**a. Future Meeting Dates:**

- i. *Regular Meeting: Wednesday, April 13, 2011 @ 6:00 p.m. - Oak Hill Elementary School MultiPurpose Room*

**b. Suggested Agenda Items:**

**ADJOURNMENT – 8:37 p.m.**

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



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*

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> <u>          X          </u>
<b>To:</b> Board of Trustees	<b>Information Item</b> <u>                                </u>
<b>Date:</b> April 13, 2011	<b># Attached Pages</b> <u>          1          </u>
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal/Administrator Initials:</b> <u>                                </u>	

**SUBJECT: Resolution #10/2010-11: Resolution Authorizing Payment To Board Member For Missed Meeting**

**This resolution is to authorize payment to Trustee Wilson for the missed meeting on March 16, 2011.**

**RECOMMENDATION: CUSD Board of Trustees approve Resolution #10/2010-11: Authorizing Payment to Board Member For Missed Meeting.**

# CONSENT AGENDA

# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

## **Resolution # 10/2010-11**

### **Resolution Authorizing Payment To Board Member For Missed Meeting Due To Performance Of Service For The District, Illness Or Jury Duty, Or Due To A Hardship Deemed Acceptable**

**WHEREAS**, Board Bylaw 9250 provides for compensation for board members in accordance with law; and

**WHEREAS**, said Bylaw provides that members may be paid for meetings missed when the Board, by resolution, finds that at the time of the meeting he or she is performing services outside the meeting for the school district or districts, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board.

#### **IT IS HEREBY RESOLVED, that:**

1. The Governing Board hereby finds that Trustee Wilson was performing services outside the meeting for the school district, he was ill or on jury duty, or the absence was due to a hardship deemed acceptable at the time of the Board meeting.

2. The Governing Board directs that Trustee Wilson shall be paid full compensation for the month of March, 2011 as provided for in board Bylaw 9250.

**PASSED AND ADOPTED** by the Governing Board of the Center Joint Unified School District at a duly noticed Board meeting on April 13, 2011, within the district boundaries, in Antelope, California.

**Ayes:**

**Noes:**

**Absent:**

**Abstentions:**

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Nancy Anderson, Clerk

---

Matthew L. Friedman, President

---

Jeremy Hunt, Member

---

Kelly Kelley, Member

---

Donald E. Wilson, Member

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

**Action Item** X

**Date:** April 13, 2011

**Information Item**

**To:** Board of Trustees

**# Attached Pages** 1

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

**Subject: Certificated Personnel Transactions**

**Release of Temporary Employees**

Edward Gaither, Curriculum and Instruction  
Todd Silverman, Dudley Elementary School  
Teng Xiong, Center High School

**Retirement**

James Lockett, McClellan High School

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

**CONSENT AGENDA**

### **Release of Temporary Employees**

Edward Gaither will be released from his position as temporary Speech Therapist, Curriculum and Instruction, effective end of day on May 27, 2011.


Todd Silverman will be released from his position as temporary Counselor, Dudley Elementary School, effective end of day on May 27, 2011.

Teng Xiong will be released from his position as temporary Social Science Teacher, Center High School, effective end of day on May 27, 2011.

### **Retirement**

James Lockett has submitted his intent to retire from his position as Opportunity Teacher, McClellan High School, effective end of day on May 27, 2011.

## Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Personnel Department	
Date:	April 13, 2011	Action Item <u>  X  </u>
To:	Board of Trustees	Information Item <u>      </u>
From:	George Tigner, Chief Administrative Officer 	# Attached Pages <u>  1  </u>
 <b>SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS</b>          <b>RESIGNATION: Brianca Ryan, Instructional Specialist</b>          <b>RETIREMENT: La Verne La Due, Instructional Specialist</b>          <b>RECOMMENDATION: Approve Classified Personnel Transactions as Submitted</b>		

CONSENT AGENDA

Brianca Ryan has resigned from her position as Instructional Specialist, Center High School, effective March 18, 2011.

La Verne La Due will retire from her position as Instructional Specialist, Center High School, effective May 28, 2011.

AGENDA ITEM # XV-6

## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

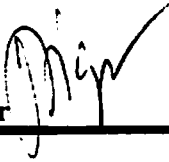
**Date:** April 13, 2011

**Action Item** X

**To:** Board of Trustees

**Information Item**  
**# Attached Pages** 4

**From:** George Tigner  
Chief Administrative Officer



**SUBJECT:** RESOLUTION #7/2010-11

Attached for Board review and action is Resolution #7/2010-11, Final Certificated Notice of Layoff for the ensuing 2011-12 school year.

**Recommendation:** Approve Resolution #7/2010-11 as Submitted

AGENDA ITEM # XV-6

CONSENT AGENDA



GOVERNING BOARD OF TRUSTEES OF THE  
CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #7/2010-11

(Final Notice of Layoff Because of Reduction of Particular Kinds of Services,  
No Request for Hearing.)

WHEREAS, the Governing Board of Trustees of the Center Joint Unified School District ("District"), by Resolution #5/2010-11, determined to reduce or eliminate particular kinds of services of the District no later than the beginning of the 2011-12 school year; and

WHEREAS, in accordance with that Resolution, the superintendent or designee sent appropriate notices to all employees affected by said reduction of services; and

WHEREAS, although advised of their right to a hearing, the attached list of certificated employees did not request a hearing.

THEREFORE, it is ordered that:

1. The Governing Board of Trustees finds that sufficient cause exists pursuant to Education Code sections 44949 and 44955 not to reemploy the certificated employees on the attached list for the ensuing 2011-2012 school year.
2. The services of the certificated employees on the attached list will not be required for the ensuing 2011-2012 school year.
3. Notice shall be given to each of the named certificated employees before May 15, 2011, that they will not be reemployed for the ensuing school year pursuant to Education Code sections 44949 and 44955.

PASSED AND ADOPTED by the Governing Board of Trustees of the Center Joint Unified School District on April 13, 2011, by the following vote:

AYES:

NOES:

ABSENT:

---

Matthew Friedman, Board President

CERTIFICATION

State of California            )  
  )  
County of Sacramento        )       ss.

I do hereby certify and declare that the foregoing is a full, true, and complete copy of a resolution duly adopted by the Governing Board of Trustees of the Center Joint Unified School District at a meeting held on April 13, 2011.

GOVERNING BOARD OF TRUSTEES OF THE  
CENTER JOINT UNIFIED SCHOOL  
DISTRICT, COUNTY OF SACRAMENTO,  
STATE OF CALIFORNIA

By: \_\_\_\_\_  
Scott A. Loehr  
Superintendent

Attachment: Resolution #7/2010-11

The following certificated employees will be given final notice of layoff because of reduction of particular kinds of services and therefore, will not be reemployed for the ensuing 2011-12 school year.

Marie Allred  
Lura Anderson  
Lisa Baca  
Christine Berger  
Christopher Borasi  
Antoinette Brinks  
Clifton Castro  
Denae Chamberlain  
Lisa Childers  
Brenda Cunningham  
Karina Custer  
Dabrena Diab  
Jason Farrel  
Lauren Goody  
Kristin Hanson  
Wendy Hollis  
Cierra Johnston  
Stephen Kyle  
Jennifer Larmer-Virgen  
Rachel Marchesseault  
Erika Martin  
Sierra McLeod  
Paula Mendell  
Anne Merdinger  
Lisa Miller  
Carrie Muldoon  
Mary Neal  
Ana Perez  
Cynthia Piegaro  
Jo Rabbetts  
Michael Ratliff  
Darlene Reason  
Penny Rittenhouse  
Jennifer Shaffer  
Clay Smith  
Jamie Topper  
Brandy Ventitelli  
Annelies Verhagen  
Jill Warriner  
Sarah Wildman

**Jenifer Wilhelm**  
**Cristina Wojdac**

# Center Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: March 22, 2011

To: CUSD Board of Trustees

From: Mike Jordan

Principal's Initials moj

Action Item X

Information Item       

# Attached Pages 30

## SUBJECT: Center High School FBLA ATTENDANCE AT STATE LEADERSHIP CONFERENCE

Cathy Cummings, Center High School FBLA Advisor and Joe Gomes, Center High School Co-Advisor are requesting approval to chaperone 9 students to the 2011 California Future Business Leaders of America State Leadership Conference. Mrs. Cummings and Mr. Gomes will be driving the students in their personal cars.

Conference will take place from April 14 – 17<sup>th</sup> in Santa Clara. The conference will be located at the Hyatt Regency Santa Clara. Participants will leave after school on Thursday, April 14<sup>th</sup> and return on Sunday, April 17<sup>th</sup>. Students will miss a full day of school on Friday, April 15<sup>th</sup>.

All workshops take place at the Hyatt Regency. Since there is "open activity" time available Saturday afternoon, students have the option of going to Great America which is adjacent to the hotel. Some students may also opt to go to the local mall on Saturday during the open activity time. Students and chaperones may leave the site to eat at area restaurants or drive to the local mall.

CONSENT AGENDA

**XV-7**

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

The purpose of this conference is to participate in many workshops and general meetings that highlight leadership, motivation, and personal development. Participants will enter competitive state events and network with students from other chapters across California. Students will also be attending their Northern Section Meeting which will install the new section officers for next year. Advisers from all over the state meet to network and receive updated information regarding state funding and chapter requirements.

Attached is the conference agenda and approval form.

**CONFERENCE INFORMATION:**

Hyatt Regency Santa Clara  
5101 Great America Parkway  
Santa Clara, CA 95054  
(408) 200-1234

**RECOMMENDATION:**

Approve attendance at the 2011 FBLA STATE LEADERSHIP CONFERENCE

# FIELD TRIP PLANNING / APPROVAL FORM

Teacher

Cathy Cummings & Joe Gomes approx. 10

Number of Students

Class or Club

FBLA

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

Attend FBLA State Leadership Conference & competitive event.

Date of trip 4/14 - 4/17 Time Leaving 2:45pm Time Returning 4/17 - 3:00pm

Destination Santa Clara - 4/14 Hyatt Regency

Other places you may go during the trip: Restaurants, Great America, local mall

Transportation request submitted? Yes ☒ No Personal cars

Parents driving? Yes ☒ No Maybe

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

Yes ☒ No ☐

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

Yes ☒ No ☐

Teacher Signature

Cathy Cummings

Date

3/11/11

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

Dept. Chair Signature

Shirley White

Date

3/9/11

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

Principal's Signature

Michael D. Folan

Date

3/14/11

## REMINDERS:

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

# CENTER UNIFIED SCHOOL DISTRICT

## Request for Leave

### All District Employees

**INSTRUCTIONS:**

- STEP 1 – Employee requests Vacation/Confidential Days in TOP SECTION ONLY.
- STEP 2 – Employee gives to KAREN MATRÉ for processing.
- STEP 3 – Karen faxes to Payroll.
- STEP 4 – Payroll reviews available time, faxes back to Karen.
- STEP 5 – Principal approves or denies, Karen gives copy to employee.

NAME: Cathy Cummings LOCATION: CHS DATE: 2/14/11  
 \* POSITION: Teacher

**NOTE: CERTIFICATED EMPLOYEES DO NOT EARN VACATION DAYS.  
 ONLY 12 MONTH EMPLOYEES MAY REQUEST VACATION DAYS/HOURS**

Request	Date(s)	Number of Hours/Days
Vacation		
Confidential Day		
Personal Necessity Day		
Other <u>Carl Perkins</u>	<u>4 / 15 / 11</u>	<u>1 Day</u>

.....\* FBLA Conference.....

Please fax this information to Payroll (x345) at least 48 hours prior to the employee's requested vacation date(s)/confidential day(s) to confirm that the time is available.  
 Return fax #370.

**Payroll Department Use Only:**

☐ Yes, sufficient accumulated vacation time/confidential days are available.

☐ No, sufficient accumulated vacation time/confidential days are not available.


(Please note: The Payroll Department's data can only be current if information is provided to payroll on a timely basis.)

Last posted entry was: \_\_\_\_\_

Dated: \_\_\_\_\_

Signed: \_\_\_\_\_

Payroll Technician

 Immediate Supervisor

☐ Approved ☐ Denied Date: \_\_\_\_\_

Asst. Superintendent of Operations and Facilities (If Applicable) ☐ Approved ☐ Denied Date: \_\_\_\_\_

.....  
 \*If requestor is a Custodial employee, requests for vacation time off during the summer recess period must be approved by the Assistant Superintendent of Operations and Facilities, as well as the employee's immediate supervisor.



# CENTER UNIFIED SCHOOL DISTRICT

## Request for Leave All District Employees

### INSTRUCTIONS:

- STEP 1 – Employee requests Vacation/Confidential Days in TOP SECTION ONLY.
- STEP 2 – Employee gives to KAREN MATRÉ for processing.
- STEP 3 – Karen faxes to Payroll.
- STEP 4 – Payroll reviews available time, faxes back to Karen.
- STEP 5 – Principal approves or denies, Karen gives copy to employee.

NAME: Joe Gomes LOCATION: CHS DATE: 3-21-11

\* POSITION: Teacher / 60% Contract

NOTE: CERTIFICATED EMPLOYEES DO NOT EARN VACATION DAYS.  
ONLY 12 MONTH EMPLOYEES MAY REQUEST VACATION DAYS/HOURS

Request	Date(s)	Number of Hours/Days
Vacation		
Confidential Day		
Personal Necessity Day		
Other <u>Carl Perkins</u>	<u>4/15 &amp; 4/27</u>	<u>Periods 2-4</u>

.....  
Please fax this information to Payroll (x345) at least 48 hours prior to the employee's requested vacation date(s)/confidential day(s) to confirm that the time is available.  
Return fax #370.

Payroll Department Use Only:

☐ Yes, sufficient accumulated vacation time/confidential days are available.

☐ No, sufficient accumulated vacation time/confidential days are not available.

(Please note: The Payroll Department's data can only be current if information is provided to payroll on a timely basis.)

Last posted entry was: \_\_\_\_\_

Dated: \_\_\_\_\_

Signed: \_\_\_\_\_  
Payroll Technician

.....  
M. [Signature] ☒ Approved ☐ Denied Date: 3/22/11  
Immediate Supervisor

\_\_\_\_\_  
Asst. Superintendent of Operations and Facilities (If Applicable) Date: \_\_\_\_\_

.....  
\*If requestor is a Custodial employee, requests for vacation time off during the summer recess period must be approved by the Assistant Superintendent of Operations and Facilities, as well as the employee's immediate supervisor.

If your field trip will require you to have a substitute, complete this form and submit it to the School Secretary. You can list more than one chaperone on this form, if needed.

M. [Signature]  
3/22/11

**Subject: Center High School FBLA  
ATTENDANCE AT STATE LEADERSHIP CONFERENCE**

Cathy Cummings, Center High School FBLA Adviser and Joe Gomes, Center High School Co-Adviser are requesting approval to chaperone 9 students to the 2011 California Future Business Leaders of America State Leadership Conference. Mrs. Cummings and Mr. Gomes will be driving the students in their personal cars.

Conference will take place from April 14 – 17<sup>th</sup> in Santa Clara. The conference will be located at the Hyatt Regency Santa Clara. Participants will leave after school on Thursday, April 14<sup>th</sup> and return on Sunday, April 17<sup>th</sup>. Students will miss a full day of school on Friday, April 15<sup>th</sup>.

All workshops take place at the Hyatt Regency. Since there is “open activity” time available Saturday afternoon, students have the option of going to Great America which is adjacent to the hotel. Some students may also opt to go to the local mall on Saturday during the open activity time. Students and chaperones may leave the site to eat at area restaurants or drive to the local mall.

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

The purpose of this conference is to participate in many workshops and general meetings that highlight leadership, motivation, and personal development. Participants will enter competitive state events and network with students from other chapters across California. Students will also be attending their Northern Section Meeting which will install the new section officers for next year. Advisers from all over the state meet to network and receive updated information regarding state funding and chapter requirements.

Attached is the conference agenda and approval form.

**CONFERENCE INFORMATION:**

Hyatt Regency Santa Clara  
5101 Great America Parkway  
Santa Clara, CA 95054  
(408) 200-1234

**RECOMMENDATION:**

Approve attendance at the 2011 FBLA STATE LEADERSHIP CONFERENCE

P.O. # 4863

# Center High School Purchase Order Request

Purchaser: C. Cumming  
Date: 2/8/11

         District Funds  
 Student Body Funds

Account name: FBLA

*Payable to*

Complete name & address of vendor,  
including telephone and fax numbers:  
California FBLA

\* [redacted]

( ) \_\_\_\_\_ phone  
( ) \_\_\_\_\_ fax

QTY	ITEM #	ITEM DESC	UNIT COST	TOTAL
		Registration for State - FBLA Conference. April 14-17, 2011 Santa Clara Hyatt Regency.		
		Early bird reg. 3/24/11 \$8.50 per participant		
		not to exceed \$1200		

**Approvals:**

C. C. C.  
Department Chair

Approved by ASB on \_\_\_\_\_

2-16-11  
Date

Janny Dunge  
Treasurer

**Sub Total**

**Tax 8.75%**

## Shipping

TOTAL

~~1200~~

Student Officer (for ASB funds)

**Activities Director (for ASB funds)**

Principal (for either fund)

\* Mail to:

Joe McFarland  
Business Manager  
440 Woodhill Drive  
Redding, CA 96003



Cathy Cummings &lt;ccummings@centerusd.org&gt;

## 2011 California FBLA State Leadership Conference: Delegate Registration

1 message

schristensen@cafbla.org <schristensen@cafbla.org>  
 To: ccummings@centerusd.org

2011 California FBLA State Leadership Conference: Delegate Registration

School: Center High School

State: California

Chapter ID#: 10475

Confirmation #: 63

Contact Name: Cathy Cummings

Attending: 2011 California FBLA State Leadership Conference

Congratulations! You have completed registration for your chapter for the 2011 California FBLA State Leadership Conference to be held at the Hyatt Regency Hotel in Santa Clara. If you have grade level or courses circled in red that must be sent to Ernie Micheli, Competitive Event Coordinator, for site production tests and to Kiki Nakauchi for all other events requiring transcripts (guidelines) to [competition@cafbla.org](mailto:competition@cafbla.org) and, also, to Kiki Nakauchi. Please review the policy on alternates.

Total Billed: \$765.00

Total Paid: \$0.00

Balance Due: \$765.00

### Current Registrants

Name	Category	Registration Fee	
1. Cathy Cummings	Chapter Advisor	\$85.00	Non Competitor.
2. Jessica Chandler	Chapter Member	\$85.00	Business Communication. Health Care Administration.
3. Deepeeka Dhatwal	Chapter Member	\$85.00	Impromptu Speaking. Networking Concepts.
4. Harneet Dhami	Chapter Member	\$85.00	Accounting II. Banking and Financial Systems.
5. Harvir Dhami	Chapter Member	\$85.00	Accounting II. Banking and Financial Systems.
6. Kelsey Gebert	Chapter Member	\$85.00	Health Care Administration. Banking and Financial Systems.
7. Julia Lee	Chapter Member	\$85.00	Desktop Application Programming. Networking Concepts. Voting Delegate.
8. Alex Mendoza	Chapter Member	\$85.00	Desktop Publishing. Introduction to Technology Concepts. Voting Delegate.
9. Anthony Mendoza	10-11 State Officer	\$0.00	State Office Holder. Desktop Publishing. Future Business Leader.
10. Svetlana Zakharova	Chapter Member	\$85.00	Word Processing II. Networking Concepts.

### Additional Event Information

Desktop Application Programming

Impromptu Speaking

This is a sequestered event. In addition, students entered in Impromptu Speaking may not participate in any other events unless it is an event involving only

Desktop Publishing

Introduction to Technology Concepts For any high school student that is a wild card entry in this event, send a copy of the student's transcript, with his/her grade level circled in red, to: Kiki Nakauchi. E

Word Processing II

Accounting II

Business Communication

Networking Concepts

Banking and Financial Systems

This is a sequestered event, so please review the sequestering policy in the CAP Guidelines. Also, if you wish to name an alternate, please send the name of the

Future Business Leader

Voting Delegate

State Bylaws allow two voting delegates per chapter. The national Bylaws allow additional delegates at national elections.

### Balance Due:

Payment should be made by check payable to California FBLA and should be mailed along with a copy of the Registration Confirmation generated at the end of this registration process to

Joe McFarland, Business Manager  
 California FBLA  
 440 Woodhill Drive  
 Redding, CA 96003

Payments for special opportunities (tours, amusement park tickets, transportation, and certain other social events) should be sent to the addresses listed on those separate forms which are for

### Cancellation Information:

Cancellations are possible through March 31, 2011 (EST). Late registration fees apply after March 24 (EST), however.

Future Business Leaders of America - Phi Beta Lambda, Inc.

Email: [schristensen@cafbla.org](mailto:schristensen@cafbla.org)

Phone: (909) 264-0458

P.O. # 4915

Center High School  
Purchase Order Request

Purchaser: C. Cummings  
Date: 3/8/11

☐ District Funds  
☒ Student Body Funds

Account name: FBLA

Complete name & address of vendor,  
including telephone and fax numbers:  
Payable to: CA FBLA

( ) \_\_\_\_\_ phone  
( ) \_\_\_\_\_ fax

QTY	ITEM #	ITEM DESC	UNIT COST	TOTAL
		Purchase tickets to Great America		
		\$30 per ticket		
		Part of FBLA State Leadership Conference		
		April 14-17, 2011		
		Santa Clara, CA		
		*not to exceed \$200		

Approved by ASB on

3/16/11  
Date

Johnny Dwyer  
Treasurer

Approvals:

C. Cummings, Adviser  
Department Chair

Sub Total

Tax 8.75%

Shipping

TOTAL

1  
1  
\$200

Student Officer (for ASB funds)

Activities Director (for ASB funds)

Michael W. [Signature]  
Principal (for either fund)

Mail to:

Alan Mello  
201 Stanbridge Court  
Danville, CA 94526

P.O. # 4864

Center High School  
Purchase Order Request

Purchaser: C. Cumming  
Date: 2/8/11

☐ District Funds  
☒ Student Body Funds

Account name: FBLA

Complete name & address of vendor,  
including telephone and fax numbers:  
Hyatt Regency Santa Clara  
5101 Great American Parkway  
Santa Clara 95054  
( ) phone  
( ) fax

QTY	ITEM #	ITEM DESC	UNIT COST	TOTAL
		<u>Hotel Charges for FBLA State</u> <u>Conference</u>		
		<u>Rates are \$137.47 per room</u> <u>per night</u>		
		<u>April 14-17, 2011</u> <u>Santa Clara</u>		
		<u>not to exceed \$2000 =</u>		

Approvals:

C. Cumming  
Department Chair

Approved by ASB on

2-16-11  
Date

Jammy Dunning  
Treasurer

Sub Total  
Tax 8.75%  
Shipping  
TOTAL \$2000 =

Student Officer (for ASB funds)

Activities Director (for ASB funds)

Principal (for either fund)

\*I'll hand carry  
check!

# Hyatt Regency Santa Clara

5101 Great America Parkway  
Santa Clara, CA 95054  
408-200-1234 Fax 408-510-6338

# INVOICE

DATE: March 22, 2011

To: Cathy Cummings

Attn:  
Center High School

Tel. Number:

Fax Number:

From: Jeannie Nguyen, Reservation Coordinator  
Hyatt Regency Santa Clara  
5101 Great America Parkway  
Santa Clara, CA 95054

RATE	ARRIVAL	DEPARTURE	GROUP CODE
\$124.50	04/14/2011	04/17/2011	G-FBLA

CONFIRMATION	DESCRIPTION	UNIT PRICE	AMOUNT
51443561	[\$124.50 + 9.50% State Tax + 1.14 Occupancy Tax x 3 nights]	\$137.47	\$412.41
51847700	[\$124.50 + 9.50% State Tax + 1.14 Occupancy Tax x 3 nights]	\$137.47	\$412.41
51847717	[\$124.50 + 9.50% State Tax + 1.14 Occupancy Tax x 3 nights]	\$137.47	\$412.41
51847745	[\$124.50 + 9.50% State Tax + 1.14 Occupancy Tax x 3 nights]	\$137.47	\$412.41
51847774	[\$124.50 + 9.50% State Tax + 1.14 Occupancy Tax x 3 nights]	\$137.47	\$412.41
Total			\$1,649.64

Please remit payment to: Hyatt Regency Santa Clara, 5101 Great America Parkway Santa Clara, CA 95054  
For further assistance, please contact Jeannie Nguyen, Reservation Coordinator, at 408-510-6451. Thank you.

Please include a copy of this invoice with your payment



# CALIFORNIA FUTURE BUSINESS LEADERS OF AMERICA

## 2011 State Leadership Conference

Housing Reservation Form

**All hotel information must be e-mailed or faxed by March 24.**

Please **e-mail or fax** hotel reservations to:

Hyatt Regency Santa Clara  
Jeannie Nguyen, Reservations  
Fax: 408-510-6449  
Email: [jeannie.nguyen@hyatt.com](mailto:jeannie.nguyen@hyatt.com)

### Accommodations

(Rates are \$137.47 per night, per room, including tax)

Single	Double	Triple	Quad
1 person	2 people	3 people	4 people
1 king bed	1 king bed	2 double beds	2 double beds

**Please note:** Double Beds will be assigned on a first come, first serve basis based on the date the reservation requests are received by the hotel.

**DO NOT mail this reservation form. Only send it via e-mail or fax.**

If paying by check, send payment by March 24 to:

Hyatt Regency Santa Clara  
5101 Great America Parkway  
Santa Clara, CA 95054

**Only payment (if paying by check) should be mailed.**

**Be sure to note your school on the check.**

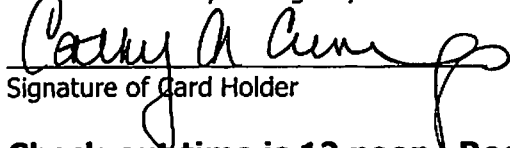
**Make checks payable to Hyatt Regency Santa Clara**

Please do not call the hotel. **If you contact the hotel and ask for reservations, you will be directed to the Hyatt Regency National Reservation Line, and they will not be able to assist you.** Our contact is Jeannie Nguyen. If you have questions, e-mail her at [jeannie.nguyen@hyatt.com](mailto:jeannie.nguyen@hyatt.com) or call (408) 510-6451 (direct line).

**To guarantee your reservation**, send a check for the first night's room and tax for each room on the rooming list (to be credited to your account) **OR** a credit card number in the space provided below. If submitting a check, please be sure to include the name of the school on the check. Failure to arrive on your indicated check-in date without prior notification will result in cancellation of your reservation and forfeiture of your deposit, or one night's room charge will be billed to your credit card. **RESERVE EARLY OR YOU MAY BE AT THE OVERFLOW HOTEL.**

Person responsible for group's billing	Cathy Cummings		
School Name	Center HS		
Mailing Address	3111 Center Court Lane		
City/ZIP	Antelope, CA 95843		
School Phone	916-339-4750	Fax Number	916-338-6434
Date and Time of Arrival	4/14 @ 5:00 pm	Departure Date	4/17 @ 11:00 am
Credit Card Type		Card Number	
Expiration Date		Name on Card	Cathy A. Cummings

I authorize the Hyatt Regency Santa Clara to charge my account for one night's deposit and all applicable taxes.

  
Signature of Card Holder

**Check-out time is 12 noon. Rooms may not be available for check-in until 3:00 p.m.**

Complete the rooming list on the next page.



# Housing Form, part 2

School	Center HS, Antelope CA	Responsible Adviser	Cathy Cummings
--------	---------------------------	---------------------	----------------

Please type or print clearly the names and complete all column(s).

Check Appropriate Room Type	Male or Female	Name(s) of Room Occupant(s)
<input checked="" type="checkbox"/> Single	F	Cathy Cummings, Adviser
<input type="checkbox"/> Double		
<input type="checkbox"/> Triple		
<input type="checkbox"/> Quad		
<input checked="" type="checkbox"/> Single	M	Joe Gomes, Adviser
<input type="checkbox"/> Double		
<input type="checkbox"/> Triple		
<input type="checkbox"/> Quad		
<input type="checkbox"/> Single	M	Anthony Mendoza
<input type="checkbox"/> Double	M	Alex Mendoza
<input type="checkbox"/> Triple	M	Aaron Yang
<input checked="" type="checkbox"/> Quad	M	Jordan Dennis
<input type="checkbox"/> Single	F	Harvir Dhami
<input type="checkbox"/> Double	F	Harneet Dhami
<input type="checkbox"/> Triple	F	Jessica Chander
<input checked="" type="checkbox"/> Quad	F	Deepeeka Shaktiwal
<input type="checkbox"/> Single	F	Svetlana Zakharova
<input type="checkbox"/> Double	F	Kelsey Gebert
<input type="checkbox"/> Triple	F	Julia Lee
<input checked="" type="checkbox"/> Quad		
<input type="checkbox"/> Single		
<input type="checkbox"/> Double		
<input type="checkbox"/> Triple		
<input type="checkbox"/> Quad		
<input type="checkbox"/> Single		
<input type="checkbox"/> Double		
<input type="checkbox"/> Triple		
<input type="checkbox"/> Quad		
<input type="checkbox"/> Single		
<input type="checkbox"/> Double		
<input type="checkbox"/> Triple		
<input type="checkbox"/> Quad		

Copy this sheet if you need additional space.



# MAPQUEST.

Notes

## Trip to 5101 Great America Pkwy

Santa Clara, CA 95054-1118

127.42 miles - about 2 hours 18 minutes



**3111 Center Court Ln, Antelope, CA 95843-9111**



1. Start out going **WEST** on **CENTER COURT LN** toward **WATT AVE.**

go 0.3 mi



2. Turn **LEFT** onto **WATT AVE.**

go 5.2 mi



3. Merge onto **I-80 W** toward **SAN FRANCISCO.**

go 53.7 mi



4. Merge onto **I-680 S** via **EXIT 40** toward **BENICIA / SAN JOSE.**

go 58.3 mi



5. Take the **MISSION BLVD WEST** exit, **EXIT 12**, toward **I-880 / WARM SPRINGS DISTRICT.**

go 0.5 mi



6. Merge onto **MISSION BLVD / CA-262 W.**

go 0.6 mi



7. Merge onto **I-880 S** toward **SAN JOSE.**

go 4.0 mi



8. Merge onto **CA-237 W** toward **MTN VIEW.**

go 3.5 mi



9. Take the **GREAT AMERICA PKWY** exit toward **LAFAYETTE STREET.**

go 0.4 mi



10. Turn **LEFT** onto **GREAT AMERICA PKWY.**

go 0.9 mi

11. Make a **U-TURN** at **TASMAN DR** onto **GREAT**

go 0.1 mi



AMERICA PKWY.

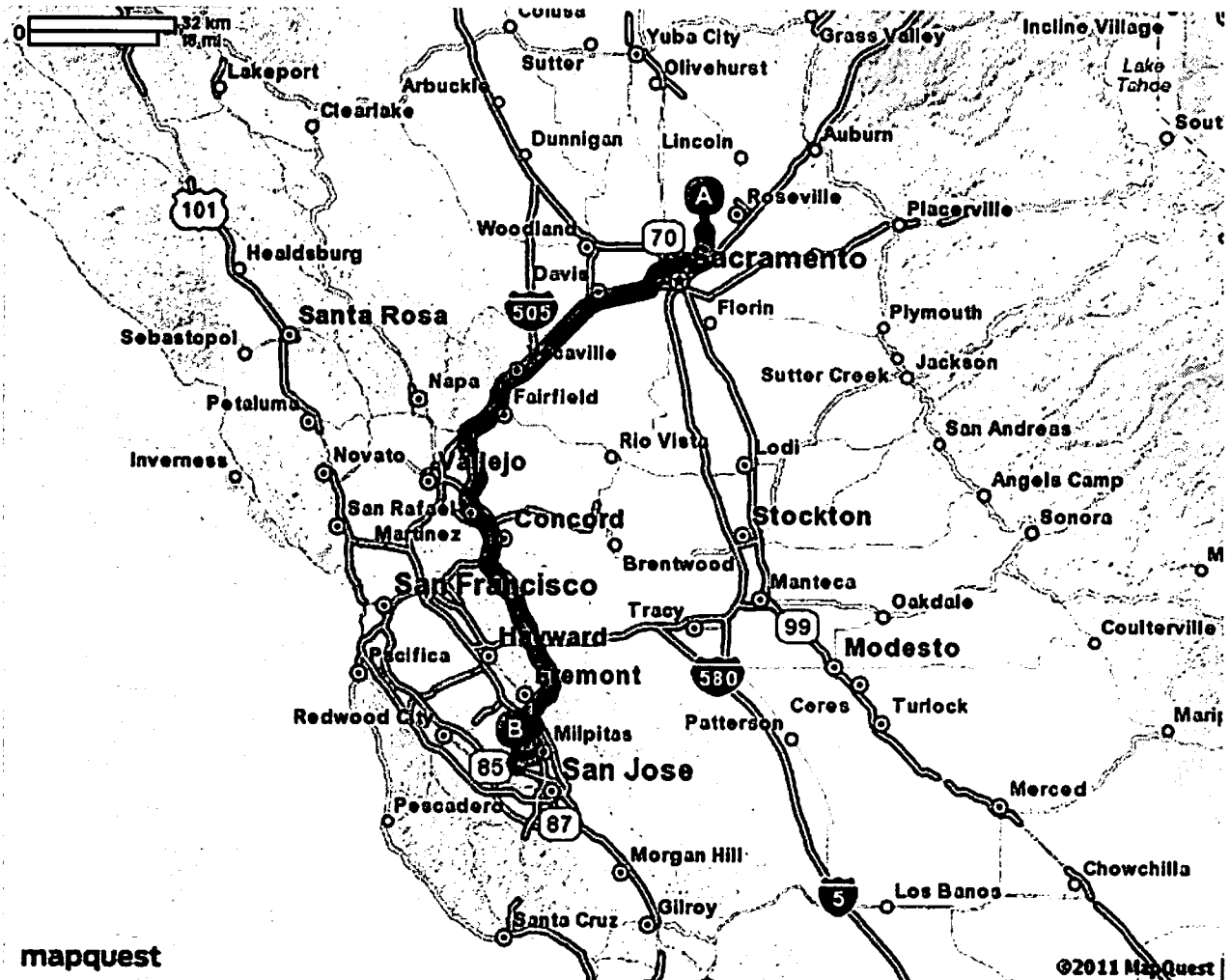


12. 5101 GREAT AMERICA PKWY is on the RIGHT.

go 0.0 mi

**5101 Great America Pkwy, Santa Clara, CA 95054-1118**

Total Travel Estimate: 127.42 miles - about 2 hours 18 minutes

Route Map [Hide](#)All rights reserved. Use subject to License/Copyright | [Map Legend](#)

Directions and maps are informational only. We make no warranties on the accuracy of their content, road conditions or route usability or expeditiousness. You assume all risk of use. MapQuest and its suppliers shall not be liable to you for any loss or delay resulting from your use of MapQuest. Your use of MapQuest means you agree to our [Terms of Use](#)



# **2011 CALIFORNIA FUTURE BUSINESS LEADERS OF AMERICA STATE LEADERSHIP CONFERENCE**



***Suit Up for Success***

**April 14-17, 2011  
Hyatt Regency Santa Clara  
Santa Clara, California**

# 2011 FBLA STATE LEADERSHIP CONFERENCE

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## TABLE OF CONTENTS

### Conference Information

Conference Overview .....	2
Conference Registration .....	2
Hotel Information .....	2
Conference Opportunities.....	2
Conference Policies.....	3
FBLA Image and Dress Code.....	4
Who is Eligible to Compete--Summary .....	5
Preliminary Conference Schedule .....	6
Conference Curfew .....	10
Online Registration Instructions .....	11
Detailed Online Registration Information.....	12
Checklist for Dates and Mailings.....	13

### Conference Forms

Hotel Reservations.....	15
Silent Auction .....	17
Membership Market Share Award .....	17
SLC Grams .....	18
Great America Tickets .....	18
FBLA Code of Conduct Form .....	19
Emergency Medical Treatment Authorization .....	20
Address Labels .....	21



# CALIFORNIA FUTURE BUSINESS LEADERS OF AMERICA

## 2011 State Leadership Conference

Conference Fact Sheet

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## 2011 FBLA STATE LEADERSHIP CONFERENCE — OVERVIEW

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### Welcome to Santa Clara

Welcome to the Bay Area and the 2011 California State Leadership Conference. We look forward to your attendance!

## Conference Registration

### Who Can Attend

The State Leadership Conference is open to FBLA members, advisers, and guests. An adviser is the person responsible for the local FBLA chapter. Students who have paid dues for the 2010–2011 school year may attend. A guest is a family member, school administrator, businessperson, etc. Students and advisers may not register as guests. Guests are welcome; however, if the guest is not registered, seating will not be available at the Awards of Excellence program.

### Conference Registration

Access the Online Conference Registration form by going to [www.cafbla.org](http://www.cafbla.org).

### Registration Fee

The Regular Conference Registration fee is \$85 per person. The Late Conference Registration fee is \$90 per person.

## Hotel Information

### Hotel Location/Shuttle

The Hyatt Regency Santa Clara is located next to Great America. Transportation to the hotel will be on your own. (There is no shuttle service.) A taxi will be approximately \$20. There will be complimentary self parking in the hotel's parking garage.

### Hotel Reservations

The hotel reservation form must be completed and **e-mailed or faxed by March 24**. A check must be mailed to the hotel or credit card number must accompany the form. Reservations that are FAXED must include a credit card number. Use the Fax number listed on the form. The Hyatt Regency will honor reservations as received. However, the number and types of rooms needed must also be taken into consideration. The sooner you get your reservations in, the better, as you might be housed in the overflow hotel.

### Check-In Procedure

Upon arriving at the hotel, the local chapter adviser should register the chapter delegation for hotel rooms and conference materials. Schools are encouraged to have their students remain on the bus or in an area outside the hotel lobby while the adviser checks in the chapter. This will help reduce crowding, noise, and confusion.

## Conference Opportunities

### Entertainment

To be determined. Several possibilities are currently being considered. Look in your program upon arrival and be surprised. It will be fun and interactive!

**Board Games:** A variety of board games will be provided, so network with fellow FBLA members and have fun!

# 2011 FBLA STATE LEADERSHIP CONFERENCE — OVERVIEW, CONTINUED

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## Fun Attraction

Time has been set aside in the conference program for a visit to **Great America** on Saturday or Sunday with discounted tickets of only \$30 (same price as in 2009). Tickets may be purchased using the form in this packet. However, remember to check the conference schedule to see that you will have free time to do so. Since it is across the street from the hotel, you will be able to walk to Great America.

## Workshops

Workshops will be presented on Friday morning and afternoon. See program for specific workshops, descriptions, locations, and times.

## Exhibits and Campaigns

Exhibits and the state officer campaign booths will be open on Friday from 7 am to 4 pm. Visit this area to support the exhibitors and find out about the candidates running for state office.

## Silent Auction

Each of the chapters and each of the sections are being asked to bring a nicely packaged basket, box, or container of interesting products which will be used for the **Silent Auction**. These silent auction donations can be for students only, for advisers only, or for both depending on the contents and cost. **Make this a fun project for your chapter!** Bring some extra cash and join in the fun of bidding.

## "Blue Jeans for Babies"

Have fun and help California FBLA support the March of Dimes by attending the "Blue Jeans for Babies" dance on Friday evening. All members donating \$2 may wear blue jeans/denim, but all other aspects of business casual clothing must be followed.

## Voting Delegates

Two voting delegates from each chapter will participate in the voting delegates' session on Saturday morning. Voting delegate ribbons will be in the chapter registration packet and must be worn.

## Parade of Presidents

The Parade of Presidents will be held during the Awards Session on Saturday evening. The local chapter president should attend the practice prior to the session. The actual time of the practice will be listed in the conference program or announced.

## Conference Policies

### Code of Conduct/ Emergency Form

The Code of Conduct must be discussed with students attending and proper Emergency Form signatures obtained. **Two copies per student are needed—one to submit at registration and one for the adviser to keep.** You may use the emergency medical form provided or your district form. Forms must be submitted at registration before conference materials are obtained.

### Student ID

Name badges must be worn to all conference activities. Students competing must show a photo ID. This photo ID must be presented in order for the student to enter the testing room. Faxed copies will not be accepted, and no one will be allowed to enter the testing room without an ID.

### Calculators/Electronic Devices

Calculators will be provided by the state chapter for those events that require them to complete the test. Members should NOT bring their own calculators, or any other electronic device, to the testing room.

# FBLA IMAGE AND DRESS CODE

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**Guidelines for Advisers.** Advisers must discuss the Dress Code, Code of Conduct, and following points with the members attending the conference so that FBLA will create the best image possible.

- Along with the proper attire, extending courtesies and behaving in a professional manner while at the conference will project the type of image we would like for FBLA.
- Respect the need for quiet in the hotel hallway. We are not the only guests in the hotel. Loud behavior in the hallway or in your room is not appropriate at any time.
- Respect hotel property. Guests are responsible for any damages or missing items in the hotel rooms.
- Be considerate and courteous while using the elevators. Push only the button for your floor; allow people to enter and exit easily; and be considerate of the time restrictions that everyone has.

**Purpose.** FBLA members and advisers should develop an awareness of the image one's appearance projects. The purpose of the dress code is to uphold the professional image of the association and its members and to prepare students for the business world.

**Appropriate attire** is required for all attendees—advisers, members, and guests—at all general sessions, competitive events, section meetings, workshops, and other activities unless stated otherwise in the conference program. Conference name badges are part of this FBLA Conference Dress Code and must be worn for all conference functions. For safety reasons, do not wear name badges outside the hotel.

**Professional attire acceptable for official FBLA activities include:**

## ***Males***

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

## ***Females***

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

**Inappropriate Attire for both men and women includes:**

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

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

New fashion trends may be in style but not necessarily appropriate. The best way to operate is to avoid walking the line. If there is a doubt, select something else to wear. Be a professional.



# WHO IS ELIGIBLE TO COMPETE--SUMMARY

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- **FIRST PLACE WINNERS AT SECTION CONFERENCE**

Creed Contest

- **FIRST AND SECOND PLACE WINNERS AT SECTION CONFERENCE**

Job Interview  
Public Speaking I

Public Speaking II

- **FIRST, SECOND, AND THIRD PLACE WINNERS AT SECTION CONFERENCE**

Parliamentary Procedure\*

- **FIRST, SECOND, THIRD, FOURTH, AND FIFTH PLACE WINNERS AT SECTION CONFERENCE\*\***

Accounting I\*\*\*

Accounting II

Business Calculations

Business Communication

Business Law

Business Math\*\*\*

Business Procedures

Computer Applications

Computer Problem Solving

Cyber Security

Database Design and Applications

Economics

Entrepreneurship

FBLA Principles and Procedures\*\*\*

Future Business Leader

Global Business

Health Care Administration

Hospital Management

Introduction to Business\*\*\*

Introduction to Business Communication\*\*\*

Introduction to Technology Concepts\*\*\*

Management Decision Making

Marketing

Personal Finance

Sports Management

Spreadsheet Applications

Technology Concepts

Word Processing I

Word Processing II

- **INDIVIDUAL EVENTS BEGINNING AT SLC (DUES PAID BY MARCH 1)**

Client Service (1 per chapter)

Desktop Application Programming (Up to 3 members per chapter)

Electronic Career Portfolio (1 entry per chapter)

Help Desk (1 per chapter)

Impromptu Speaking (1 per chapter; competitor may also enter one individual written only event if schedule allows)

Introduction to Parliamentary Procedure (Up to 3 members per chapter—Grades 7-10)\*\*\*\*

Networking Concepts (Up to 3 members per chapter)

Wild Card Entries (two per school—can be used for any "written test" event which started at the section level; no member may use more than one wild card)

- **INDIVIDUAL/TEAM EVENTS BEGINNING AT SLC (DUES PAID BY MARCH 1)**

Business Financial Plan (1 entry per chapter up to 3 members)

Business Plan (1 entry per chapter up to 3 members)

Business Presentation (1 entry per chapter up to 3 members)

Computer Game & Simulation Programming (1 entry per chapter 1 to 3 members)

Digital Video Production (1 entry per chapter up to 3 members)

E-Business (1 entry per chapter up to 3 members)

Web Site Design (1 entry per chapter up to 3 members)

- **Team Events Beginning at SLC (dues paid by March 1)**

Banking and Financial Systems (1 team of 2 or 3 per chapter)

Business Ethics (1 team of 2 or 3 per chapter)

Desktop Publishing (1 team of 2 members per school)

Emerging Business Issues (1 team of 2 or 3 members per school)

Management Information Systems (1 team of 2 or 3 members per school)

Network Design (1 team of 2 or 3 members per school)

- **CHAPTER EVENTS BEGINNING AT SLC (DUES PAID BY MARCH 1, CHECK REPORT DUE DATES)**

American Enterprise Project Report

Community Service Project Report

Local Chapter Annual Business Report

Partnership with Business Project Report

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**If you have a competitor who qualified at section but who is not competing at SLC, please notify your section director immediately. This will allow the next eligible member to be notified to participate.**

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\* Any student wishing to qualify for national parliamentarian may become eligible by entering and taking the test at the state conference. Enter this intent on the registration form.

\*\* The number of competitors is determined by the number who took the test at your section conference. Refer to your section winners' list.

\*\*\* Only wild card entrants must submit proof of grade level circled in red with registration form. Transcripts with accounting courses circled are required for Accounting I wild card entrants.

\*\*\*\* All entrants must submit proof of grade level circled in red with registration form.

# PRELIMINARY CONFERENCE SCHEDULE

*This schedule is subject to change. Please check the conference program for final schedule.*

## Thursday, April 15

- 1 pm                      Conference Headquarters (Bring Silent Auction items here.)  
Competitive Events Headquarters  
Judges' Meeting Room
- 5—7:30 pm              Conference Registration
- 7 pm                      State Officer Candidates' Meeting
- 7 pm  
(Session 1)              **Written Tests—Collaborative—Team**  
Banking and Financial Systems  
Entrepreneurship  
Global Business  
Management Decision Making  
Management Information Systems  
Network Design  
**Written Tests—Individual**  
Future Business Leader  
Help Desk  
Parliamentary Procedure
- Performances**  
(Finalist performance times will be pre-assigned)  
American Enterprise  
Community Service  
Computer Game and Simulation Programming  
Partnership with Business
- 8:15 pm                      **Entertainment**  
To be determined. Look in your program. It will be a fun and interactive event.  
Board Games
- 8:15 pm  
(Session 2)              **Same as Session I (Both Collaborative—Team and Individual)**
- 9:30 pm  
(Session 3)              **Same as Session I and II (Both Collaborative—Team and Individual)**
- 10:15 pm                      State Officers' Rehearsal
- 11 pm-6 am                Curfew (**In your own rooms**)

PLEASE NOTE THAT THE FOLLOWING EVENTS ARE SEQUESTERED AND PERFORMANCE TIMES WILL BE DRAWN IN THE SEQUESTERED ROOM.

Banking and Financial Systems	Entrepreneurship	Management Information Systems
Business Ethics	Global Business	Network Design
Client Service	Help Desk	Parliamentary Procedure
Creed	Impromptu Speaking	L. Byram Bates Memorial Scholarship
Emerging Business Issues	Management Decision Making	

THESE EVENTS HAVE ASSIGNED TIMES WHICH WILL BE POSTED:

American Enterprise Project	Computer Game and Simulation Programming	Job Interview
Business Financial Plan	Desktop Application Programming	Partnership with Business
Business Plan	Digital Video Production	Public Speaking I
Business Presentation	E-Business	Public Speaking II
Community Service Project	Future Business Leader	Web Site Design

# PRELIMINARY CONFERENCE SCHEDULE, CONTINUED

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## Friday, April 15

7 am	Conference Headquarters (Silent Auction items accepted here!)																						
	Competitive Events Headquarters																						
	Judges' Meeting Room																						
7 am	Finalists posted for the following events: Banking and Financial Systems Entrepreneurship Future Business Leader Global Business Help Desk Management Decision Making Management Information Systems Network Design Parliamentary Procedure																						
7—4 pm	Campaign Booths Open																						
7:30—10:00 am	Conference Registration																						
8—4 pm	Silent Auction Open/Exhibits Open																						
8:30 am	Client Service Preliminary—Sequestered and Performance																						
8:30 am	Emerging Business Issues—Sequestered and Performance																						
8:30 am	Job Interview																						
8:30 am	Advisers' Meeting																						
9 am	Future Business Leader Interview																						
9 am	Workshops																						
10:15 am	Business Plan Performance																						
10:30—12:15 pm	First General Session																						
1 pm	Impromptu Speaking Preliminary —Sequestered and Performance																						
1 pm	Business Financial Plan Performance																						
1:30 pm	Creed Contest—Sequestered and Performance (No audience)																						
1:30 pm (Session I)	<b>Group Testing—Session I</b> Schools will be assigned alphabetically by school name to a Group Testing Session. All members from the same school must test at the same time.  <b>The tests in Session I are the following:</b>  <table><tr><td>Accounting I</td><td>Health Care Administration</td></tr><tr><td>Accounting II</td><td>Hospital Management</td></tr><tr><td>Business Calculations</td><td>Introduction to Business</td></tr><tr><td>Business Communication</td><td>Introduction to Business Communication</td></tr><tr><td>Business Law</td><td>Introduction to Parliamentary Procedure</td></tr><tr><td>Business Math</td><td>Introduction to Technology Concepts</td></tr><tr><td>Business Procedures</td><td>Marketing</td></tr><tr><td>Computer Problem Solving</td><td>Networking Concepts</td></tr><tr><td>Cyber Security</td><td>Personal Finance</td></tr><tr><td>Economics</td><td>Sports Management</td></tr><tr><td>FLA Principles and Procedures</td><td>Technology Concepts</td></tr></table>	Accounting I	Health Care Administration	Accounting II	Hospital Management	Business Calculations	Introduction to Business	Business Communication	Introduction to Business Communication	Business Law	Introduction to Parliamentary Procedure	Business Math	Introduction to Technology Concepts	Business Procedures	Marketing	Computer Problem Solving	Networking Concepts	Cyber Security	Personal Finance	Economics	Sports Management	FLA Principles and Procedures	Technology Concepts
Accounting I	Health Care Administration																						
Accounting II	Hospital Management																						
Business Calculations	Introduction to Business																						
Business Communication	Introduction to Business Communication																						
Business Law	Introduction to Parliamentary Procedure																						
Business Math	Introduction to Technology Concepts																						
Business Procedures	Marketing																						
Computer Problem Solving	Networking Concepts																						
Cyber Security	Personal Finance																						
Economics	Sports Management																						
FLA Principles and Procedures	Technology Concepts																						
2—3 pm	Workshops																						
2 pm	Management Information Systems—Sequestered and Performance																						

# PRELIMINARY CONFERENCE SCHEDULE, CONTINUED

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## Friday, April 15 (Continued)

3:15 pm  
(Session II)

### Group Testing—Session II

Schools will be assigned alphabetically by school name to a Group Testing Session. All members from the same school must test at the same time.

The tests are the same as those offered in Session I.

5 pm

Help Desk—Sequestered and Performance

5 pm

Parliamentary Procedure Performance—Sequestered and Performance

5 pm  
(Session III)

### Group Testing—Session III

For all members in schools who had conflicts with other testing. Remember that all students from the same school in the same event must test at the same time.

The tests are the same as those offered in Sessions I and II.

5:15 pm

Public Speaking I

5:15 pm

Public Speaking II

5:30 pm

Banking and Financial Systems—Sequestered and Performance

7 – 8:00 pm

Campaign Caucus

8 pm

Finalists posted for Impromptu Speaking

Finalists posted for Client Service

8:30-9:45 pm

Sections Meetings

10—12:00 pm

"Blue Jeans for Babies" Dance

12:30-6:00 am

Curfew (In your OWN rooms)

## Saturday April 16

7 am

Conference Headquarters  
Competitive Events Headquarters  
Judges' Headquarters

7:30-8:30 am

Voting Delegates Meeting

8:45 am  
(Session I)

### Group Skills Written Testing—Session I

Students from the same school must take the test at the same time.

Computer Applications  
Database Design and Applications  
Spreadsheet Applications

Word Processing I  
Word Processing II

9 am

Desktop Publishing—Written Test—Session I

9 am

Business Ethics—Sequestered and Performance

9 am

Impromptu Speaking Finals—Sequestered and Performance

9 am

Marketing—Sequestered and Performance

9:30 am

Entrepreneurship—Team Performance—Sequestered and Performance

## **PRELIMINARY CONFERENCE SCHEDULE, CONTINUED**

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### **Saturday, April 16 (Continued)**

<b>10 am (Session II)</b>	<b>Group Skills Written Testing—Session II</b> Students from the same school must take the test at the same time.  <b>Same tests as those offered in Session I</b>
10 am	Desktop Publishing— <b>Written Test—Session II</b>
10 am	Digital Video Production—Performance
10 am	E-Business—Performance
10 am	Business Presentation—Performance
10 am	Web Site Design--Performance
10 am	New Section Officers'/Advisers' Meeting
12:30 pm	Network Design—Sequestered and Performance
12:30-5:30 pm	Great America
12:30 pm	L. Byram Bates Memorial Scholarship Interviews—Sequestered and Interview
1 pm	Global Business—Sequestered and Performance
1 pm	Management Decision Making—Sequestered and Performance
1:30 pm	Client Service Finals—Sequestered and Performance
1:30 pm	Desktop Application Programming Performance
2 pm	California Awards Committee Meeting
2:30 pm	State Officers' Rehearsal
8 pm	Celebration of Excellence Awards Session
10:30 pm	Winners' Meeting for NLC
10:30-12:30 pm	Awards Dance
11 pm	Reception for Advisers
1 am-6:00 am	Curfew ( <b>In your own rooms</b> )

### **Sunday, April 17**

8 am	Conference Headquarters Competitive Events Headquarters
8—10 am	Pick up Reports and Materials
9—10 am	Nondenominational Church Service
9—10 am	Breakfast for Outgoing State Officers/Advisers/Board of Directors
10—12 noon	Outgoing/New State Officers' and Advisers' Meeting

## **CONFERENCE CURFEW**

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California FBLA prides itself on the exemplary behavior of our students at conferences. The curfews that are established for overnight conferences are an important part of maintaining this tradition.

### **Guidelines for Advisers**

- Discuss curfew and consequences for violation with the members attending the conference.
- Remember that the adviser cannot overrule the established curfew.
- Check all students' rooms each night to be sure that the curfew has been followed.

### **Curfew Definition**

Each student is in his or her own assigned hotel room at the curfew time specified in the conference program. The student may not leave the hotel room until 6:00 am the following morning.

### **Consequences for Curfew Violation**

It is the adviser's responsibility to take appropriate action for curfew violations. Schools that repeatedly abuse curfew may not be allowed to participate in future conferences. School officials will be notified if rules are flagrantly violated.

The Board of Directors will assist advisers in enforcing curfew by checking hotel floors after curfew. If problems exist, the appropriate adviser(s) will be notified to take corrective action.

### **Curfew Hours**

Thursday, April 14	11:00 pm – 6:00 am
Friday, April 15	12:30 am – 6:00 am
Saturday, April 16	1:00 am – 6:00 am

**If we all do our part, there should not be any curfew problems.**

# Online Registration Instructions

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For the 2011 State Leadership Conference, California FBLA will be using the online registration system which is directly linked to the national membership registration system used to register members.

**From February 1 to midnight March 31, 2011**, a link to the conference online registration system will be available under the "Conference" menu link on the home page of the California FBLA web site located at <http://www.cafbla.org>. Click on the link to open the log-in page for the conference registration system. (Detailed instructions are on the next page, if necessary.)

Your students will not appear in the system as available to register for the conference if their membership dues are not yet recorded as **PAID** in the national membership system. All registrants must be paid members of FBLA by **MARCH 1**. However, any student to be entered in one of the competitive events having a **February 11** postmark deadline must have membership dues paid prior to that date. **Be sure to allow for time for nationals to post your dues payment if you are mailing a check to the national office. Even credit card payments take up to three days to post.**

It is the adviser's responsibility to follow all event guidelines when registering students. If an event requires students to first qualify in that event at the section level, be sure that the student has made that cut point. If an event is limited to a certain number of entrants or grade levels, the adviser is responsible to make sure that his/her chapter registers according to those guidelines.

**Please contact your section director immediately if a section qualifying student from your chapter cannot attend the SLC so that the student next in line can be notified and necessary changes in the registration database can be made.** In addition, each chapter will be allowed to register up to two students as "wildcards" in a written event.

The system will time out about 20 minutes after you log in. For large chapters, you may need to submit your registration in two or three online sessions **on the same day** in order to complete it.

After making all of the entries, the system will take you to a screen where you will be able to review and print your registration summary. A copy of the summary will be emailed to you and to conference personnel. **In addition, please print at least four copies of the Registration Summary for the following:**

- Your business office to generate your back up for your check payable to: **California FBLA**
- For your files
- Send with transcripts (for required events)
- Mail with your check to: Joe McFarland, Business Manager  
440 Woodhill Drive  
Redding, CA 96003

Direct questions regarding the use of the online registration system to:

**Sue Christensen**

**Cell: 909-264-0458 (after 4 pm please)**  
**[communicationsmanager@cafbla.org](mailto:communicationsmanager@cafbla.org)**

Direct questions regarding SLC to:

**Kiki Nakauchi, Conference Chair**

**[kikinakauchi@aol.com](mailto:kikinakauchi@aol.com)**

**Phone: 408-779-9996**

# Detailed Online Registration Information

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## Log In

- Online Registration Link is available at <http://www.cafbla.org>
- Follow prompt to go to log in page
- Log In is the same as your Online Membership Log In
  - User name: Enter Your Chapter Number
  - Password: Service

## Step One: Contact Information

- Update Adviser Information
- Choose the adviser who will be the main point of contact

## Step Two: Adviser Registration

- Update Adviser List (Only adviser(s) on the list may register for the conference as advisers, others need to be added as guests/chaperones.)
- Click the check boxes for the advisers registering for this conference
- Designate years of service

## Step Three: Student Registration

- Only online paid members are listed  
**\*\*Deadline for Membership is March 1. All competitors' membership dues must be received by the national office and posted by them before the student's name will be activated.**
- Procedure for Registering students
  - Check the box next to each student attending
  - Choose Current Grade
  - Choose Competitive Events
    - For team events, if the system ever asks for a Team Number, input the number 1
    - **Names of alternates, where allowed, will need to be emailed separately to [kikinakauchi@aol.com](mailto:kikinakauchi@aol.com)**
  - If you need to register more than 30 students, please move to the end to finalize after 20 minutes. Online database systems automatically time out, generally at 20 minutes, and you do not want to lose data. If you need to log back in again to complete registration, it's not a problem. The latest version of your registration status in the system will be used. Some schools need to log in and register several times to be sure that their entire team (sometimes up to 100 registrants) is entered.

**\*\*Sign up Non-Members in Step 4 (Guests/Chaperones).**

## Step Four: Guests/Chaperones

- Add any Guests/Chaperones attending and select the appropriate Registration Type  
**\*\*\*Note:** Please use this option to register any attendee who is not an active Adviser or Student Member

## Step Five: Finalize Registration

- Review registration information and finalize registration to proceed to Registration Summary.

## Step Six: Registration Summary

- Follow the instructions in the last paragraph of the Online Registration Instructions on page 11 (Print the necessary copies and distribute as specified.)



# CHECKLIST FOR DATES AND MAILINGS—WATCH RECEIVED/POSTMARKED

Date	Item or Activity	What to Do
February 1- March 24	<b>ONLINE CONFERENCE REGISTRATION Available</b> (for Pre Judged and Regular) - \$85 per attendee)	<a href="http://www.cafbla.org">www.cafbla.org</a>
February 11	<b>Conference Registration Deadline for Pre-Judged Events</b> Membership Dues Deadline (to be eligible for Pre-Judged Events) Online Conference Registration Deadline (to be eligible for Pre-Judged Events) Conference Registration Payment Deadline (to be eligible for Pre-Judged Events) Send with printed Conference Registration Confirmation Summary <b>Checks payable to California FBLA</b>	<b>Send \$85 per attendee</b> <a href="http://www.fbbl-pbl.org">www.fbbl-pbl.org</a> <a href="http://www.cafbla.org">www.cafbla.org</a> Joe McFarland, Business Manager 440 Woodhill Drive Redding, CA 96003 <a href="mailto:businessmanager@cafbla.org">businessmanager@cafbla.org</a>
Feb. 11 <b>POSTMARKED</b>	<b>Pre-Judged Event Entries Deadline</b> Business Financial Plan Entry Business Plan Entry Computer Game and Simulation Programming Entry Desktop Application Programming Entry Digital Video Production Entry E-business Entry Electronic Career Portfolio Entry Web Site Design Entry	Send entries to be judged to:  Kiki Nakauchi, Conference Chair 745 Claremont Drive Morgan Hill, CA 95037 Phone: (408) 779-9996 <a href="mailto:kikinakauchi@aol.com">kikinakauchi@aol.com</a>
March 1 <b>RECEIVED</b> (Nationals)	<b>Membership Dues Deadline</b> (to be eligible for SLC)	<a href="http://www.fbbl-pbl.org">www.fbbl-pbl.org</a>
March 1 <b>RECEIVED</b>	<b>Business Achievement Awards—Individual</b> -Future -Leader -Business -America	<a href="http://www.fbbl-pbl.org">www.fbbl-pbl.org</a> ; make sure completed level is signed off by adviser
March 1 <b>POSTMARKED</b>	<b>L. Byram Bates Scholarship Application Deadline</b>	Jennifer Stalley 5410 Wilshire Blvd., Suite 800 Los Angeles, CA 90036 Phone: 530-755-6777 <a href="mailto:jdstalley@yahoo.com">jdstalley@yahoo.com</a>
March 1 <b>POSTMARKED</b>	<b>State and National Officer Candidate Applications</b>	Jennifer Stalley
March 11 <b>RECEIVED</b>	<b>School-Site Testing Request Form Deadline</b> School-Site Testing Form for Qualifiers: -Accounting II -Spreadsheet Applications -Computer Applications -Word Processing I -Database Design & Applications -Word Processing II -Desktop Publishing	Ernie Micheli 1412 Audubon Road Mt. Shasta, CA 96067 Phone: (530) 926-3024 <a href="mailto:competition@cafbla.org">competition@cafbla.org</a>
March 18 <b>POSTMARKED</b>	<b>Written Reports Deadline</b> American Enterprise Project Entry Business Ethics Business Presentation Community Service Project Entry Emerging Business Issues Partnership with Business Entry <b>Interview Materials Deadline</b> Future Business Leader Materials Job Interview	
March 18 <b>POSTMARKED</b>	<b>State Recognition Awards Deadline</b> State Project Recognition Forms -Government Awareness Project (GAP) -Middle Level Chapter Project -Professional Division Membership Project -Adopt-A-Chapter Project -March of Dimes Project (Mission LIFT) Internship Project FBLA Goes Green Financial Literacy	Jennifer Stalley 5410 Wilshire Blvd., Suite 800 Los Angeles, CA 90036 Phone: 530-755-6777 <a href="mailto:jdstalley@yahoo.com">jdstalley@yahoo.com</a>
March 24 <b>RECEIVED</b>	<b>Conference Registration Deadline for Regular Participants--\$85</b> Online Conference Registration Deadline (to be eligible for regular registration fee) Conference Registration Payment Deadline (to be eligible for regular registration fee) Send with printed Conference Registration Confirmation Summary	<a href="http://www.cafbla.org">www.cafbla.org</a> Joe McFarland Checks Payable to California FBLA
March 25- March 31	<b>ONLINE CONFERENCE REGISTRATION AVAILABLE</b> (for LATE registration) - \$90 PER ATTENDEE	<b>Send \$90 Per Attendee</b>

# CHECKLIST FOR DATES AND MAILINGS—WATCH RECEIVED/POSTMARKED

March 24 <b>RECEIVED</b>	<b>Hotel Reservation Deadline</b> Hotel Reservation Form (FAX or EMAIL)  Hotel Payment Deposit (Mail Check)	<b>FAX or EMAIL FORM to</b> Jeannie Nguyen, Reservations Hyatt Regency Santa Clara <b>FAX: (408-510-6449)</b> <b>Email: <a href="mailto:jeannie.nguyen@hyatt.com">jeannie.nguyen@hyatt.com</a></b> <b>MAIL CHECK ONLY to</b> Jeannie Nguyen, Reservations Hyatt Regency Santa Clara
March 24 <b>POSTMARKED</b>	<b>School-Site Testing Completed Entries</b>	Ernie Micheli
March 28	<b>Last Day to Change Event Registration</b>	<a href="http://www.cafbla.org">www.cafbla.org</a>
March 28 <b>POSTMARKED</b>	<b>Local Chapter Annual Business Report Entry</b> (For competition only)	Kiki Nakauchi
March 28 <b>POSTMARKED</b>	<b>Final Program of Work Progress Form (POW) for BA<sup>2</sup> Chapter Recognition</b>	Kiki Nakauchi
March 28 <b>POSTMARKED</b>	<b>Gold Seal Chapter Deadline</b> Final Program of Work Progress (POW) form attached to One copy of Local Chapter Annual Business Report	Your Section Director
March 31 <b>RECEIVED</b>	<b>Conference Registration Deadline for LATE Participants (\$90 per attendee)</b> Online Conference Registration Deadline (late registration) Conference Registration Payment Deadline (late registration) Send with printed Conference Registration Confirmation Summary	<a href="http://www.cafbla.org">www.cafbla.org</a>  Joe McFarland Checks payable to California FBLA
March 30 <b>RECEIVED</b>	<b>SPECIAL OPPORTUNITIES—All checks payable to California FBLA</b> <b>SLC Grams</b> (Form and payment)  <b>Great America Tickets</b> (Form and payment)  <b>Silent Auction Monetary Donation</b> (Form and payment if donation only)  <b>Membership Market Share Award</b> (Form)	Kiki Nakauchi, <a href="http://www.cafbla.org">www.cafbla.org</a>  Alan Mello, <a href="http://www.cafbla.org">www.cafbla.org</a> Mail form and check to: 201 Stanbridge Court Danville, CA 94526  Joe McFarland, <a href="http://www.cafbla.org">www.cafbla.org</a>  Kiki Nakauchi, <a href="http://www.cafbla.org">www.cafbla.org</a>
April 15, 16, 17	<b>Conference Forms</b> Code of Conduct Forms Emergency Medical Treatment Release Form	Conference Registration/ Conference Headquarters
April 15, 16	<b>Silent Auction Basket Donations</b>	Conference Headquarters

## CONFERENCE CONTACT INFORMATION

<b>General Questions</b> Kiki Nakauchi 745 Claremont Drive Morgan Hill, CA 95037 <a href="mailto:kikinakauchi@aol.com">kikinakauchi@aol.com</a> (408) 779-9996	<b>Online Registration Questions</b> Sue Christensen <a href="mailto:communicationsmanager@cafbla.org">communicationsmanager@cafbla.org</a> (909) 264-0458 (after 4 pm)
<b>Competitive Events</b> Ernie Micheli 1412 Audubon Road Mt. Shasta, CA 96067 <a href="mailto:competition@cafbla.org">competition@cafbla.org</a> (530) 926-3024	<b>Hotel Reservations and Deposit</b> Jeannie Nguyen, Reservations Hyatt Regency Santa Clara <a href="mailto:jeannie.nguyen@hyatt.com">jeannie.nguyen@hyatt.com</a> <b>FAX (408) 510-6449</b>
<b>California FBLA Payments</b> Joe McFarland 440 Woodhill Drive Redding, CA 96003 <a href="mailto:businessmanager@cafbla.com">businessmanager@cafbla.com</a> (530) 243-7408	<b>Need Help!</b> Judy Nunes FBLA Program Coordinator P. O. Box 102 Cottonwood, CA 96022 <a href="mailto:programcoordinator@cafbla.org">programcoordinator@cafbla.org</a> (530) 347-1728

## CALIFORNIA FBLA SECTION DIRECTORS

<b>Bay Section: Kiki Nakauchi</b> 745 Claremont Drive Morgan Hill, CA 95037 <a href="mailto:kikinakauchi@aol.com">kikinakauchi@aol.com</a> (408) 779-9996	<b>Inland Section: Lee Lara</b> Centennial High School 1820 Rimpau Avenue, Corona, CA 92881 <a href="mailto:inlanddirector@cafbla.org">inlanddirector@cafbla.org</a> (951) 739-5670, ext. 3815
<b>Central Section: Robert Franklin</b> Los Banos High School 1966 11 <sup>th</sup> Street, Los Banos, CA 93635 <a href="mailto:rfranklin@losbanosusd.k12.ca.us">rfranklin@losbanosusd.k12.ca.us</a> (209) 826-6033	<b>Northern Section: Pam Stalley</b> Williams High School P. O. Box 7, Williams, CA 95987 <a href="mailto:northerndirector@cafbla.org">northerndirector@cafbla.org</a> (530) 473-5369
<b>Gold Coast Section:</b> <b>Eric To</b> 1328 South Prospect Ave., #D San Gabriel, CA 91776 <a href="mailto:goldcoastdirector@cafbla.org">goldcoastdirector@cafbla.org</a> (626) 297-0343  <b>Karen Wong</b> 130 Franklin Avenue San Gabriel, CA 91775 <a href="mailto:goldcoastdirector@cafbla.org">goldcoastdirector@cafbla.org</a> (626) 353-9513	<b>Southern Section: Theresa Hagelbarger</b> Villa Park High School 18042 Taft Avenue Villa Park, CA 92861 <a href="mailto:southerndirector@cafbla.org">southerndirector@cafbla.org</a> (714) 532-8020

Note: \*Address labels are attached on the last page for your convenience in sending in the materials.



# CALIFORNIA FUTURE BUSINESS LEADERS OF AMERICA

## 2011 State Leadership Conference

### Special Opportunities

#### SILENT AUCTION . . .

This is your opportunity to put together a basket, box, can (some kind of container) full of enticing items using a unique theme for the Silent Auction to be held on Friday, April 15. The contents may be for teenagers, adults, or for both, but in good taste, of course.

Chapter Name \_\_\_\_\_ Adviser \_\_\_\_\_

Adviser's Phone \_\_\_\_\_ Adviser's E-mail \_\_\_\_\_

Theme \_\_\_\_\_ Approximate Cost \_\_\_\_\_

List major contents: \_\_\_\_\_

**Bring this form attached to your contribution to Conference Headquarters when you arrive.**

If you prefer, you may send a check for \$25 by March 30, and the conference committee will make a basket for you. Please send the check made payable to California FBLA to:

Kiki Nakauchi  
745 Claremont Drive  
Morgan Hill, CA 95037

#### Membership Market Share Award . . .

Chapters must submit official proof from the school's 2010-2011 First Principal (P-1) Apportionment Report showing their official school enrollment plus FBLA membership in order to be considered for this award.

School			Adviser	
Section		Phone	E-Mail	
School Enrollment		Chapter Membership		

**Please attach 2010-2011 First Principal (P-1) Apportionment Report to this form and submit by March 30, 2011 to Kiki Nakauchi**

\*Official membership records are audited in the state office for other membership awards. An entry form is not required for membership award recognition **except** for the Market Share Award.



# CALIFORNIA FUTURE BUSINESS LEADERS OF AMERICA

## 2011 State Leadership Conference

### Special Opportunities

**SLC Grams** . . . Here is your opportunity to publicly announce your gratitude, thanks, or congratulations! Surprise your friends, family, students, or FBLA colleagues with a personalized message in the 2011 SLC conference program.

- Wish event competitors good luck
- Congratulate your chapter on a successful year
- Thank advisers and parents for their support
- Thank school administrators and/or business partners for their support
- MESSAGES MAY NOT BE RELATED TO STATE OFFICER CANDIDATES**

Use your imagination, but keep in mind that all ads must be professional! The cost is **\$5 per gram**. California FBLA reserves the right to edit. Please print or type the message and submit this form by March 30.

#### 2011 SLC GRAM (MESSAGE)

Submit completed **FORM** and  
check by **March 30** to:  
Kiki Nakauchi, SLC Chair  
745 Claremont Drive  
Morgan Hill, CA 95037

**Make check payable to CA FBLA**  
  
**\$5 per message**

**Great America** . . . Yes! As part of the conference, reserve your tickets for this special opportunity!

**Great America is right across the street from the Hyatt Regency (walking distance)!**  
**You may use the tickets on either Saturday, April 16, or on Sunday, April 17, 2011.**

High School \_\_\_\_\_ Adviser \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_  
Adviser's Email \_\_\_\_\_ No. of Tickets \_\_\_\_\_

Submit completed **FORM** and check by  
**March 30** to:  
Alan Mello  
201 Stanbridge Court  
Danville, CA 94526

**Make check payable to CA FBLA**  
  
**\$30 per ticket, non refundable**

*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Special Education

**Date:** April 13, 2011

**Action Item**   X  

**To:** Board of Trustees

**Information Item**

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

**# Attached Pages**

**SUBJECT:** 2010/2011 Master Contract

Please approve the following Master Contract for special education students to receive services at a nonpublic school/agency during the 2010/11 fiscal year.

Point Quest

**RECOMMENDATION:** CJUSD Board of Trustees to approve this Master Contract 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**

**TABLE OF CONTENTS**

**I. GENERAL PROVISIONS**

1. MASTER CONTRACT	1
2. CERTIFICATION	1
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS	2
4. TERM OF MASTER CONTRACT	2
5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION	2
6. INDIVIDUAL SERVICES AGREEMENT	3
7. DEFINITIONS	3

**II. ADMINISTRATION OF CONTRACT**

8. NOTICES	5
9. MAINTENANCE OF RECORDS	5
10. SEVERABILITY CLAUSE	6
11. SUCCESSORS IN INTEREST	6
12. VENUE AND GOVERNING LAW	6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES	6
14. TERMINATION	6
15. INSURANCE	6
16. INDEMNIFICATION AND HOLD HARMLESS	8
17. INDEPENDENT CONTRACTOR	8
18. SUBCONTRACTING	8
19. CONFLICTS OF INTEREST	9
20. NON-DISCRIMINATION	9

**III. EDUCATIONAL PROGRAM**

21. FREE AND APPROPRIATE PUBLIC EDUCATION	10
22. GENERAL PROGRAM OF INSTRUCTION	10
23. INSTRUCTIONAL MINUTES	11
24. CLASS SIZE	12
25. CALENDARS	12
26. DATA REPORTING	13
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT	13
28. STATEWIDE ACHIEVEMENT TESTING AND HIGH SCHOOL EXIT EXAMINATION	13
29. DISTRICT MANDATED ATTENDANCE AT MEETINGS	14
30. POSITIVE BEHAVIOR INTERVENTIONS	14
31. STUDENT DISCIPLINE	15
32. IEP TEAM MEETINGS	15



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

33. SURROGATE PARENTS	16
34. DUE PROCESS PROCEEDINGS	16
35. COMPLAINT PROCEDURES	16
36. LEA STUDENT PROGRESS REPORTS/REPORT CARD AND ASSESSMENTS	16
37. TRANSCRIPTS	17
38. LEA STUDENT CHANGE OF RESIDENCE	17
39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM	17
40. PARENT ACCESS	18
41. SERVICES AND SUPERVISION ON PUBLIC SCHOOL CAMPUSES	18
42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS	18
43. STATE MEAL MANDATE	19
44. MONITORING	19

**IV. PERSONNEL**

45. CLEARANCE REQUIREMENTS	20
46. STAFF QUALIFICATIONS	20
47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS	21
48. STAFF ABSENCE	21
49. STAFF PROFESSIONAL BEHAVIOR	21

**V. HEALTH AND SAFETY MANDATES**

50. HEALTH AND SAFETY	22
51. FACILITIES AND FACILITIES MODIFICATION	22
52. ADMINISTRATION OF MEDICATION	22
53. INCIDENT/ACCIDENT REPORTING	23
54. CHILD ABUSE REPORTING	23
55. SEXUAL HARASSMENT	23
56. REPORTING OF MISSING CHILDREN	23

**VI. FINANCIAL**

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES	23
58. RIGHT TO WITHHOLD PAYMENT	24
59. PAYMENT FROM OUTSIDE AGENCIES	25
60. PAYMENT FOR ABSENCES	26
61. INSPECTION AND AUDIT	27
62. RATE SCHEDULE	28
63. DEBARMENT CERTIFICATION	
EXHIBIT A: RATES	28

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

**2010-2011**

**Contract Number: 28**

**LEA: Center Joint Unified School District**

**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Point Quest Education, Inc.  
NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES  
MASTER CONTRACT**

**AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract is entered into this 1<sup>st</sup> day of July, 2010, between the Center Joint Unified School District (hereinafter referred to as "LEA" or "District") and **Point Quest Education, Inc.** (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  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2010-2011**

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  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
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

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

\$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.



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

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.

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

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.

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

**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.

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

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.

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

**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

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

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).

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

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

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

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



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

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

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

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

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

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

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

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.

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

**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

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

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.

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

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.

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

**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



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

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

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

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.

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

**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 July 2010 and terminates at 5:00 P.M. on June 30, 2011, unless sooner terminated as provide herein.

CONTRACTOR,  
**Point Quest Education, Inc.**  
Nonpublic School/Agency

LEA,  
Center Joint Unified School District

By: Rick Bassanelli 3/24/11  
Signature Date

By: Scott A. Loehr 3/29/11  
Signature Date

Rick Bassanelli C.O.O.

Scott A. Loehr, Superintendent

Name and Title of Authorized  
Representative

Name and Title of Authorized  
Representative

\*Please return original ASAP  
back to Center JUSD\*

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

<b>Notices to CONTRACTOR shall be addressed to:</b>	<b>Notices to LEA shall be addressed to:</b>
<b>Rick Bassanelle</b>	<b>Paula Robinson, Executive Assistant</b>
Name	Name and Title
<b>Point Quest Education, Inc.</b>	<b>Center Joint Unified School District</b>
Nonpublic School/Agency/Related Service Provider	LEA
<b>6600 44<sup>th</sup> Street</b>	<b>8408 Watt Avenue</b>
Address	Address
<b>Sacramento, CA 95823</b>	<b>Antelope, CA 95843</b>
City State Zip	City State Zip
<b>916-422-0571</b>	<b>916-338-6320</b>
Phone	Phone
<b>916-422-0160</b>	<b>916-338-6322</b>
Fax	Fax
	<b>probinson@centerusd.org</b>
Email	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>
Phone
<b>916-338-6322</b>
Fax
<b>sloehr@centerusd.org</b>
Email

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

**EXHIBIT A: RATES**

**CONTRACTOR: Point Quest  
(NONPUBLIC SCHOOL OR AGENCY)**

**CONTRACTOR NUMBER: 28  
2010-2011 Contract Year**

**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> *Speech/OT not included	128.03	6/30/11
Basic Education Program/Dual Enrollment		

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	17.74	6/30/11
	b. Transportation – One Way	Per Quote	6/30/11
	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: _____		

## *Center Joint Unified School District*

### **AGENDA REQUEST FOR:**

**Dept./Site:** Special Education

**Date:** April 13, 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.

2010/11-127, 128

Point Quest

\$18,787.00

**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: Instructional Services  
 Date: April 13, 2011  
 To: Board of Trustees  
 From: George Tigner  
 Chief Administrative Officer  
 Initials: GT

Action Item X  
 Information Item  
 # Attached Pages

## SUBJECT: OdysseyWare Online

Please approve OdysseyWare Online licenses of OdysseyWare Full Academic content grades 3-12 for core curriculum (Social Studies/History, Science, math, Language Arts), Electives, Placement Testing, CRx, Prescriptive and GED Prep Course. 24/7 Online Access, Technical Support, and OdysseyCare.

\$100 Per Concurrent user/30 days – Summer School	\$10,000.00
\$700 Per Concurrent user/Annual	\$14,000.00
Staff Development/Web Conference Training	\$ 1,495.00
Up to 10 attendees (Summer School)	

**RECOMMENDATION:** CJUSD Board of Trustees to approve OdysseyWare Online for CHS Summer School and Annual Credit Recovery to be used in to be used in Center Joint Unified School District during the 2010/11 and 2011/12 fiscal years.

## ODYSSEYWARE ONLINE CUSTOMER APPLICATION

### CONTRACT INFORMATION

Institution \_\_\_\_\_  
 District: Center Jt. Unified  
 Contact: Mike Jordan - Doug Hughey  
 Address: 31110 Center Ct. Lane  
 City: Antelope  
 State: CA Zip: 95843  
 Phone: 916.338.6438  
 Fax: 916.338.6370  
 E-Mail: dhughey@centerusd.org  
mjordan@centerusd.org

### BILLING INFORMATION

Institution: Center Jt. Unified  
 A/P Contact: Michelle Churchill  
 Address: 8408 Watt Avenue  
 City: Antelope  
 State: CA Zip: 95843  
 Phone: 916.338.6400  
 Fax: 916.338.6345  
 E-Mail: michelle.c@centerusd.org

### IT INFORMATION

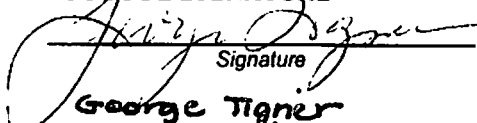
Contact: Marvin Lord  
 Phone: 916.338.6347  
 Browser Type: Google  
 E-Mail: marvl@centerusd.org

ASSESSMENT COMPLETE \_\_\_\_\_ QUALIFIED Y N  
 SALES REPRESENTATIVE: \_\_\_\_\_

Signature

Date

### SCHOOL SIGNATURE

  
 Signature \_\_\_\_\_ Date 4.5.11  
 George Tigner

Chief Administrative Officer, Instructional Svcs.

If more than one school is involved, please fill out the Attachment "B" Form. This form can be provided by your Sales Representative.

Please sign and fax Customer Application, Quote and Purchase Order to 866 465-1954 for processing.

### LICENSE INFORMATION CONCURRENT USER LICENSE

# of Licenses: \_\_\_\_\_  
 Price of Licenses: (ea) \_\_\_\_\_

### E-CASH AGREEMENT

Initial amount of E-Cash: \_\_\_\_\_  
 Purchase Order #: \_\_\_\_\_

### TRAINING INFORMATION

Type of Training: \_\_\_\_\_  
 Price of Training: \_\_\_\_\_  
 Requested Training Date: \_\_\_\_\_  
 Admin Start Date: \_\_\_\_\_  
 Student Start Date: \_\_\_\_\_

### INSTALLATION INFORMATION -SCHOOL

Institution \_\_\_\_\_  
 User: Center High School  
 Address: 31110 Center Court Lane  
 City: Antelope  
 State: CA Zip: 95843

Phone: 916.338.6438  
 Fax: 916.338.6370  
 Site Admin: Mike Jordan - Doug Hughey  
 E-Mail: dhughey@centerusd.org

\* IF ADDITIONAL PERSONS NEED TO BE GIVEN THE ADMIN PASSWORD TO YOUR ODYSSEYWARE SITE, PLEASE SEND THEIR NAME, EMAIL & PHONE NUMBER ON SCHOOL LETTERHEAD TO CUSTOMER SERVICE ALONG WITH ALL OTHER PAPERWORK.

mjordan@centerusd.org

### COMMENTS:

**School/District:** Center High School  
**Contact:** Mike Jordan - Doug Hughey  
**Phone:** 916 338 6438  
**Fax:** 9163386370  
**Email:** dhughey@centerusd.org - mjordan@centerusd.org  
**Address:** 31110 Center Court Lane  
 Antelope CA 95843

**OdysseyWare® Representative**

**Date:** 4/1/11  
**Contact:** Kevin Sangiovanni  
**Phone:** 310-601-6945  
**Fax:** 480 323 2951  
**Email:** ksangiovanni@odysseyware.com

Description		Amount
<b>OdysseyWare® Online</b>		
Licenses of OdysseyWare® Full Academic content grades 3-12 for core curriculum (Social Studies/History, Science, Math, Language Arts), Electives, Placement Testing, CRx, Prescriptive and GED Prep Course. 24/7 Online Access, Technical Support, and OdysseyCare		
20		
<b>RATE</b>		
<b>\$700 Per concurrent user/Annual</b>		
<b>Subtotal for OdysseyWare®</b>		<b>\$14,000</b>
<b>Combination Training - Based on Package</b>		
WebEx is a 4 hour session for up to 10 attendees/ On-Site is a 6 hour session for up to 12 attendees.		
1 WebEx and 1 Onsite		
(Price includes district setup, administrative fees, and all travel expenses.)		
<b>Staff Development/On Site Training - Up to 12 attendees</b>		
(Price includes district setup, administrative fees, and all travel expenses.)		
1day (up to 6 hours)		
2 Onsite (Consecutive Days)		
2 Onsite (Non-Consecutive Day)		
<b>Staff Development/Web Conference Training - Up to 10 attendees</b>		
(Additional sessions can be used anytime throughout the year as the customer has staffing changes or for refresher training).		
1 Session		
2 Sessions		
<b>Web Conference Refresher Training - Up to 10 attendees each</b>		
Session(s)		
<b>Subtotal for Training</b>		
<b>Comments:</b> OW Annual Licenses - cyoung@scoe.net banderson@scoe.net Fax: 916-228-2360		
CA Learns Buying and Licensing Consortium Pricing - submit software PO to CTAP (not Odyssey		
		<b>Final Cost</b>
		<b>\$14,000</b>

**Basic Terms:**

This proposal is good for 30 days. Total may be adjusted as necessary to reflect applicable state and local taxes. Training requires minimum three-week lead time. Rush training subject to additional charges. Changes to scheduled training dates are subject to a rescheduling fee

#1942

School/DI Center High School  
 Contact: Mike Jordan - Doug Hughey  
 Phone: 916 338 6438  
 Fax: 9163386370  
 Email: dhughey@centerusd.org - mjordan@center.usd.org  
 Address: 31110 Center Court Lane  
 Antelope CA 95843

**OdysseyWare® Representative**

Date: 4/1/11  
 Contact: Kevin Sangiovanni Wend Zapier  
 Phone: 310-601-6945 310-425-3034  
 Fax: 480 323 2951 480-323-2137  
 Email: ksangiovanni@odysseyware.com  
 wzapier@odysseyware.com

Description	Amount
<b>OdysseyWare® Online</b> licenses of OdysseyWare® Full Academic content grades 3-12 for core curriculum (Social Studies/History, Science, Math, Language Arts), Electives, Placement Testing, CRx, Prescriptive and GED Prep Course. 24/7 Online Access, Technical Support, and OdysseyCare	
<b>RATE</b> Per concurrent user/30 days-Summer School	
<b>Subtotal for OdysseyWare®</b>	<b>\$0</b>
<b>Combination Training - Based on Package</b> WebEx is a 4 hour session for up to 10 attendees/ On-Site is a 6 hour session for up to 12 attendees. 1 WebEx and 1 Onsite (Price includes district setup, administrative fees, and all travel expenses.)	
<b>Staff Development/On Site Training - Up to 12 attendees</b> (Price includes district setup, administrative fees, and all travel expenses.) 1day (up to 6 hours) 2 Onsite (Consecutive Days) 2 Onsite (Non-Consecutive Day)	
<b>Staff Development/Web Conference Training - Up to 10 attendees</b> (Additional sessions can be used anytime throughout the year as the customer has staffing changes or for refresher training). 1 1 Session 2 Sessions	<b>\$1,495</b>
<b>Web Conference Refresher Training - Up to 10 attendees each</b> Session(s)	
<b>Subtotal for Training</b>	<b>\$1,495.00</b>
<b>Comments:</b> Please Fax Training PO ONLY to OdysseyWare : 480 323 2951 1 Web Training	<b>Final Cost</b> <b>\$1,495</b>

**Basic Terms:**

This proposal is good for 30 days. Total may be adjusted as necessary to reflect applicable state and local taxes. Training requires minimum three-week lead time. Rush training subject to additional charges. Changes to scheduled training dates are subject to a rescheduling fee

School/District: Center High School

Contact: Mike Jordan - Doug Hughey

Phone: 916 338 6438

Fax: 9163386370

Email: dhughey@centerusd.org - mjordan@centerusd.org

Address: 31110 Center Court Lane

Antelope CA 95843

# **OdysseyWare® Representative**

Date: 4/1/11

Contact: Kevin Sangiovanni Wendy Zapier

Phone: 310-601-6945 77-795-3904

Fax: 480 323 2951

Email: ksangiovanni@odysseyware.com

wzapier@odysseyware.com

Description	Amount
-------------	--------

## **OdysseyWare® Online**

licenses of OdysseyWare® Full Academic content grades 3-12 for core curriculum (Social Studies/History, Science, Math, Language Arts), Electives, Placement Testing, CRx, Prescriptive and GED Prep Course. 24/7 Online Access, Technical Support, and

100 OdysseyCare

## **RATE**

\$100 Per concurrent user/30 days-Summer School

**Subtotal for OdysseyWare® \$10,000**

## **Combination Training - Based on Package**

WebEx is a 4 hour session for up to 10 attendees/ On-Site is a 6 hour session for up to 12 attendees.

1 WebEx and 1 Onsite

(Price includes district setup, administrative fees, and all travel expenses.)

## **Staff Development/On Site Training - Up to 12 attendees**

(Price includes district setup, administrative fees, and all travel expenses.)

1day (up to 6 hours)

2 Onsite (Consecutive Days)

2 Onsite (Non-Consecutive Day)

## **Staff Development/Web Conference Training - Up to 10 attendees**

(Additional sessions can be used anytime throughout the year as the customer has staffing changes or for refresher training).

1 Session

2 Sessions

## **Web Conference Refresher Training - Up to 10 attendees each**

Session(s)

**Subtotal for Training**

**Comments:** Summer School Pricing - 30 Days - cyoung@scoe.net banderson@scoe.net Fax: 916 338 6438

CA Learns Buying and Licensing Consortium Pricing - submit software PO to CTAP (not OdysseyWare)

**Final Cost**

**\$10,000**

**Basic Terms:**

This proposal is good for 30 days. Total may be adjusted as necessary to reflect applicable state and local taxes. Training requires minimum three-week lead time. Rush training subject to additional charges. Changes to scheduled training dates are subject to a rescheduling fee



## *Center Unified School District*

### AGENDA REQUEST FOR:

Dept./Site: Healthy Start

Action Item   X  

To: Board of Trustees

Information Item       

Date: April 1, 2011

# Attached Pages   1  

From: Alyson Collier,

Principal's Initials: AC

### **SUBJECT**

Approve Professional Services Agreement with Terkensha Associates to provide services as specified in Early Mental Health Initiative (EMHI) grant.

**RECOMMENDATION: Approve**

**CONSENT AGENDA**



Center Unified School District  
8408 Watt Avenue  
Antelope, California 95843

## PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 27 day of October 2010 by and between the Center Unified School District and the person(s) or firm described below, hereinafter described as CONTRACTOR. Persons performing services under this contract hold themselves out to be independent contractors, not employees of the DISTRICT, and hold(s) the DISTRICT harmless from claims under workers' compensation laws. CONTRACTOR further declares that he/she/it is/are in the business of providing the described service for any and all persons/organizations desiring such services, that such services are not provided exclusively for Center Unified School District. CONTRACTOR also holds the DISTRICT harmless from claims arising from loss, damage, or injury while performing the stipulated services.

\*Contractor Name: Terkensha Associates  
Address: 811 D Grand Ave., Sacramento, CA 95838  
Phone: (916) 922-9868 Taxpayer ID#: 94-2638325

\*Full description of services to be provided: Training of Child Aides in Early Mental Health Initiative (EMHI) program.

\*Payment \$ 160.00 per hour. CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

\*Beginning Date of Service: 11-1-2010 \*Frequency of Service Dates: Approx. weekly  
\*Ending Date of Service: 5-31-2011

Method of Payment and Tax Reporting: (check one)

☐ Variable Payroll- W-2 Generated (requires completion of W-4 & I-9 in Personnel Dept.)  
☒ Accounts Payable-1099 Generated (Requires completion of W-9 on pg. 2 of this form)

Total amount of this contract \$ \_\_\_\_\_ Budget # \_\_\_\_\_

Reason service cannot be provided by a District employee: Grant requires mental health licensed professionals to be associated with a mental health agency. District staff is required to be credentialed, not licensed.

Signature of CONTRACTOR \* [Signature] Date: 10/27/10  
Signature of District employee requesting service: [Signature] Date: 10/27/10  
Signature of Accounting Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
Date Board of Trustees Approved \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Authorized Contracting Official: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE\*\*\*

<b>Form W-9</b> (Rev. January 2002) Department of the Treasury Internal Revenue Service		<b>Request for Taxpayer Identification Number and Certification</b>		Give form to the requester. Do not send to the IRS.
Print or type See Specific Instructions on page 2	Name <u>William Benda</u>			
	Business name, if different from above <u>Terkensha Associates North Area Mental Health</u>			
	Check appropriate box: <input type="checkbox"/> Individual Sole proprietor <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Other <input type="checkbox"/> Exempt			
	Address (number, street, and apt. or suite no.) <u>811-D Grand Avenue</u>		Requester's name and address (optional)	
	City, state, and ZIP code <u>Sacramento, CA 95838</u>			
List account number(s) here (optional)				
<b>Part I Taxpayer Identification Number (TIN)</b>				

Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I Instructions on page 2. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN on page 2.

Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.

Social security number								
OR								
Employer identification number								
9	1	4	2	6	1	3	1	5

### Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. person (including a U.S. resident alien).

**Certification Instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign this Certification, but you must provide your correct TIN. (See the instructions on page 2.)

Sign Here	Signature of U.S. person <u>William Benda</u>	Date <u>4/15/11</u>
-----------	---	---------------------

### Purpose of Form

A person who is required to file an information return with the IRS must get your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to give your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify the TIN you are giving is correct (or you are waiting for a number to be issued).
- Certify you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee.

If you are a foreign person, use the appropriate Form W-8. See Pub. 615, Withholding of Tax on Nonresident Aliens and Foreign Entities.

Note: If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

**What is backup withholding?** Persons making certain payments to you must, under certain conditions, withhold and pay to the IRS 30% of such payments after December 31, 2001 (29% after December 31, 2003). This is called "backup withholding." Payments that may be subject to backup withholding include interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

- You do not furnish your TIN to the requester, or
- You do not certify your TIN when required (see the Part II instructions on page 2 for details), or
- The IRS tells the requester that you furnished an incorrect TIN, or
- The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or

- You do not certify to the requester that you are not subject to backup withholding under 4 above for reportable interest and dividend accounts opened after 1983 only.

Certain payees and payments are exempt from backup withholding. See the Part II Instructions and the separate instructions for the Requester of Form W-9.

### Penalties

**Failure to furnish TIN.** If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

**Civil penalty for false information with respect to withholding.** If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

**Criminal penalty for falsifying information.** Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

**Misuse of TINs.** If the requester discloses or uses TINs in violation of Federal law, the requester may be subject to civil and criminal penalties.

# INDEPENDENT CONTRACTOR OR EMPLOYEE? DISTRICT GUIDELINES

## PART I

	YES	NO
1. Has this category of worker already been classified an "employee" by the IRS? Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.		X
2. Is the individual working as an employee prescribed by the Education Code? Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.		X
3. Is the individual already an employee of the district in another capacity?		X
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>		X
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?		X
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district <u>exercise</u> this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>		X
7. Are the services, as being provided, an integral part of school operations? Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance and implies the maintenance of legal control.		X

If the answer to any of the above questions is "YES",

### STOP HERE

Do not complete the rest of the questions. The individual is the district employee and must be paid and reported accordingly.

If all of the above are "NO", continue...

## PART II

	YES	NO
8. Must the required service be performed by this individual? <i>Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval</i>		X
9. Does the district have a continuing relationship with this individual? <i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i>	X	
10. Can this relationship be terminated without the consent of <u>both</u> parties?		X

If the answer to questions 8, 9, or 10 is "YES", there is a good possibility that an employment relationship exists. Questions 8 & 9 are indicators of district control that, in conjunction with other factors, imply an employment relationship. Go back to PART I and re-evaluate each question. If questions 1-7 are still all "NO", continue...

## PART II - continued

	YES	NO
11. Does the individual operate an <u>independent</u> trade or business that is available to the general public? <i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i>	X	
12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.? <i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i>	X	

If either 11 or 12 are "NO", the individual is a district employee

## STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

	YES	NO
13. Does the individual provide all materials and support services necessary for the performance of this service? <i>The district should not be providing office space, clerical, secretarial, or any other support for this individual such as materials, xeroxing, printing, office supplies, etc. Any necessary assistants would be hired by the individual.</i>	X	
14. Is this paid by the job or on a commission?	X	
15. Does the individual bear the cost of any travel and business expenses incurred to perform this service? <i>Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.</i>	X	

If 11 and 12 are "YES", 13 through 15 should also be "YES" and are items that should be written into the consultant contract. This individual is an independent contractor. A "YES" on questions 13 through 15 supports the district's conclusion and substantiates a "reasonable basis" for treatment as an independent contractor. While there are circumstances where the district might pay contractually provided expenses, these should be kept at a minimum to avoid giving the impression of an employment relationship.

## *Center Unified School District*

### AGENDA REQUEST FOR:

Dept./Site: Healthy Start

Action Item   X  

To: Board of Trustees

Information Item       

Date: April 1, 2011

# Attached Pages   2  

From: Alyson Collier

Principal's Initials: AC

### **SUBJECT**

Acceptance of Early Mental Health Initiative (EMHI) grant for Oakhill Elementary administered through Healthy Start.

**RECOMMENDATION: Approve**



August 26, 2010

Scott Loehr  
Superintendent  
Center Joint Unified School District  
8408 Watt Avenue  
Antelope, CA 95843

Dear Mr. Loehr:


**NOTICE OF INTENT TO AWARD GRANT  
EARLY MENTAL HEALTH INITIATIVE REQUEST FOR APPLICATION—2010**

The Department of Mental Health has completed the review of applications for the fiscal year (FY) 2010-11 Early Mental Health Initiative (EMHI) grants. We are pleased to inform you that the application that was submitted by your district has been approved for a grant, **pending passing of the State Budget**. As you join other EMHI-funded intervention and prevention programs located throughout California, we are confident that your efforts will help children increase their chances of school success. Enhancement of the social-emotional development of children is crucial to the learning process.

Your EMHI funding (Proposition 98) is for three years (FY 2010-11 through FY 2012-13): **each year is contingent upon funding being available in the Budget Act for that year**. Please have your project coordinator contact the Technical Assistance Consultant assigned to your area to review the program requirements. Technical Assistance Consultants will negotiate the project's budget with your project coordinator so that the exact award amount can be determined. Upon completion of negotiations, and passing of the State Budget, an allocation letter will be issued with further instructions provided concerning the grant.

If you have any questions or wish to receive further information, please contact the EMHI staff at [DMHEMHI@dmh.ca.gov](mailto:DMHEMHI@dmh.ca.gov).

Sincerely,

  
JOHN LESSLEY, Chief  
State Level Programs Administration  
Community Services Division

cc: Alyson Collier, Project Coordinator

**EARLY MENTAL HEALTH INITIATIVE  
PROGRAM BUDGET / ALLOCATION  
Fiscal Year 2010-2011**

**PROJECT COORDINATOR:**

Alyson Collier

**ALLOCATION RECIPIENT:**

Center Unified School District

8408 Watt Avenue

Antelope, CA 95843

TELEPHONE NO.: (916) 338-6387

FAX NO.: (916) 338-6386

ACCOUNT # : 02910-34

ALLOCATION: \$ 36,580

SCHOOL SITES:

Oakhill Elementary

**NUMBER OF SCHOOL SITES: 1**

BUDGET CATEGORY	GRANT REQUEST	LEA MATCH	OTHER MATCH	TOTAL
<b>PERSONNEL (IDENTIFY POSITION)</b>				
1 Child Aide	\$ 16,034			\$ 16,034
2 School Based MH Professional	\$ 8,306			\$ 8,306
3 Mental Health Consultant	\$ 6,480			\$ 6,480
4 Bilingual Assistants		\$ 369		\$ 369
5 Project Coordinator		\$ 6,137		\$ 6,137
6 Principal		\$ 5,814		\$ 5,814
7 Teachers		\$ 8,419		\$ 8,419
8 Student Study Team		\$ 3,644		\$ 3,644
9 Custodian		\$ 1,401		\$ 1,401
10 Substitute Teacher		\$ 311		\$ 311
				\$ -
<b>11 TOTAL PERSONNEL</b>	<b>\$ 30,820</b>	<b>\$ 26,095</b>	<b>\$ -</b>	<b>\$ 56,915</b>
<b>OPERATING EXPENSES &amp; EQUIPMENT (OE&amp;E)</b>				
12. Materials & Supplies	\$ 700	\$ 475	\$ 500	\$ 1,675
13. Space (Maximum of 25% of Grant Request)		\$ 9,145		\$ 9,145
14. Equipment		\$ 612		\$ 612
15. Travel	\$ 4,260	\$ 710		\$ 4,970
16. Training				\$ -
17. Insurance				\$ -
18. Admin. Costs (5% of the Grant Request)		\$ 1,423		\$ 1,423
19. Other				\$ -
<b>20 TOTAL OE&amp;E</b>	<b>\$ 4,960</b>	<b>\$ 12,365</b>	<b>\$ 500</b>	<b>\$ 17,825</b>
<b>21 TOTAL PERSONNEL &amp; OE&amp;E</b>	<b>\$ 35,780</b>	<b>\$ 38,460</b>	<b>\$ 500</b>	<b>\$ 74,740</b>
<b>22 DATA COLLECTION / EVALUATION*</b>	<b>\$ 800</b>			<b>\$ 800</b>
<b>23 TOTAL BUDGET INCLUDING DATA</b>	<b>\$ 36,580</b>	<b>\$ 38,460</b>	<b>\$ 500</b>	<b>\$ 75,540</b>

\*Data Collection costs are not billable. This cost will be paid by DMH on behalf of the local education agency.



# Center Unified School District

**AGENDA REQUEST FOR:**

Dept./Site: Wilson C. Riles Middle School

Date: April 1, 2011

Action Item

To: Board of Trustees

Information Item **X**

From: Joyce Frisch, Principal

# Attached Pages 55

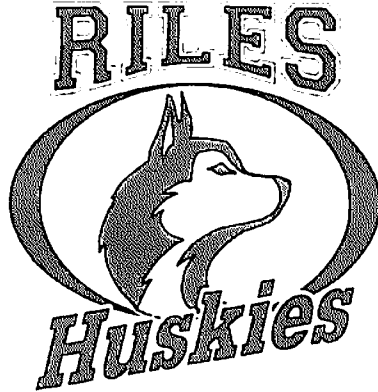
Principal's Initials: 

**SUBJECT:**

School Safety Plan, 2010-2011, for Wilson C. Riles Middle School

**CONSENT AGENDA**

# **Wilson C. Riles Middle School**



**Safe School**

**And**

**Emergency Preparedness Plan**

**Center Unified School District  
Antelope, CA**

**Revised 2010-2011 School Year**

# TABLE OF CONTENTS

<b>Table of Contents.....</b>	<b>1</b>
<b>Emergency Preparedness Plan – Objective.....</b>	<b>2</b>
<b>Mission Statements.....</b>	<b>3</b>
<b>MAPS</b>	
<b>Emergency Shut Off.....</b>	<b>4</b>
<b>Classroom Evacuation .....</b>	<b>5</b>
<b>Off Site Evacuation .....</b>	<b>6</b>
<b>Emergency Phone Numbers .....</b>	<b>7</b>
<b>Communications.....</b>	<b>8</b>
<b>Drills .....</b>	<b>8</b>
<b>Incident Command System.....</b>	<b>9</b>
<b>Incident Command Flowchart .....</b>	<b>10</b>
<b>Incident Command Descriptions.....</b>	<b>11</b>
<b>Staff Special Skills/Health Concerns.....</b>	<b>12</b>
<b>CRISIS READINESS</b>	
<b>Building Evacuation.....</b>	<b>13</b>
<b>Evacuation of School Grounds.....</b>	<b>14</b>
<b>Lock Down Procedure .....</b>	<b>15</b>
<b>School Evacuation Instructions.....</b>	<b>15</b>
<b>Hazardous Materials Evacuation or In-Place Sheltering .....</b>	<b>15</b>
<b>Chemicals.....</b>	<b>16</b>
<b>In-Place Sheltering.....</b>	<b>16</b>
<b>Early Dismissal.....</b>	<b>16</b>
<b>Release of Students to Parents .....</b>	<b>17</b>
<b>Student Release Form.....</b>	<b>17</b>
<b>Informing Parents .....</b>	<b>18</b>
<b>Bomb Threat Procedures .....</b>	<b>20</b>
<b>Receiving Bomb Threat .....</b>	<b>22</b>
<b>Threatening Phone Call Form .....</b>	<b>24</b>
<b>Domestic or Civil Disturbance .....</b>	<b>25</b>
<b>Intruder or Hostage Situation.....</b>	<b>25</b>
<b>Procedure to Deal with Civil Disturbances.....</b>	<b>27</b>
<b>Kidnapping/Attempted Kidnapping.....</b>	<b>28</b>
<b>Death/Suicide.....</b>	<b>28</b>
<b>Fire .....</b>	<b>28</b>
<b>Flood.....</b>	<b>30</b>
<b>Earthquake .....</b>	<b>31</b>
<b>Wind and Other Types of Severe Weather .....</b>	<b>32</b>
<b>Medical Emergencies .....</b>	<b>32</b>
<b>First Aid Instructions.....</b>	<b>34</b>
<b>ACTION PLAN</b>	
<b>The School Climate .....</b>	<b>45</b>
<b>The Physical Environment .....</b>	<b>47</b>
<b>POLICIES AND REPORTING</b>	
<b>Child Abuse .....</b>	<b>49</b>
<b>Uniform Complaint Procedures.....</b>	<b>50</b>
<b>Hate Crime .....</b>	<b>52</b>
<b>Discrimination/Harassment .....</b>	<b>53</b>
<b>Suspension &amp; Expulsion .....</b>	<b>54</b>

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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

# Center Unified School District

## Mission Statement

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

## Wilson C. Riles 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 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 radio. One radio shall be assigned to each of the following people:

**Joyce Frisch  
David French  
Steve Jackson  
Barbara Blackwell  
Tracy Moe  
Rhonda Vaughn  
Holly Harvey and all custodians  
Erma McBride**

### **Telephone Communication**

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

## **DRILLS**

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

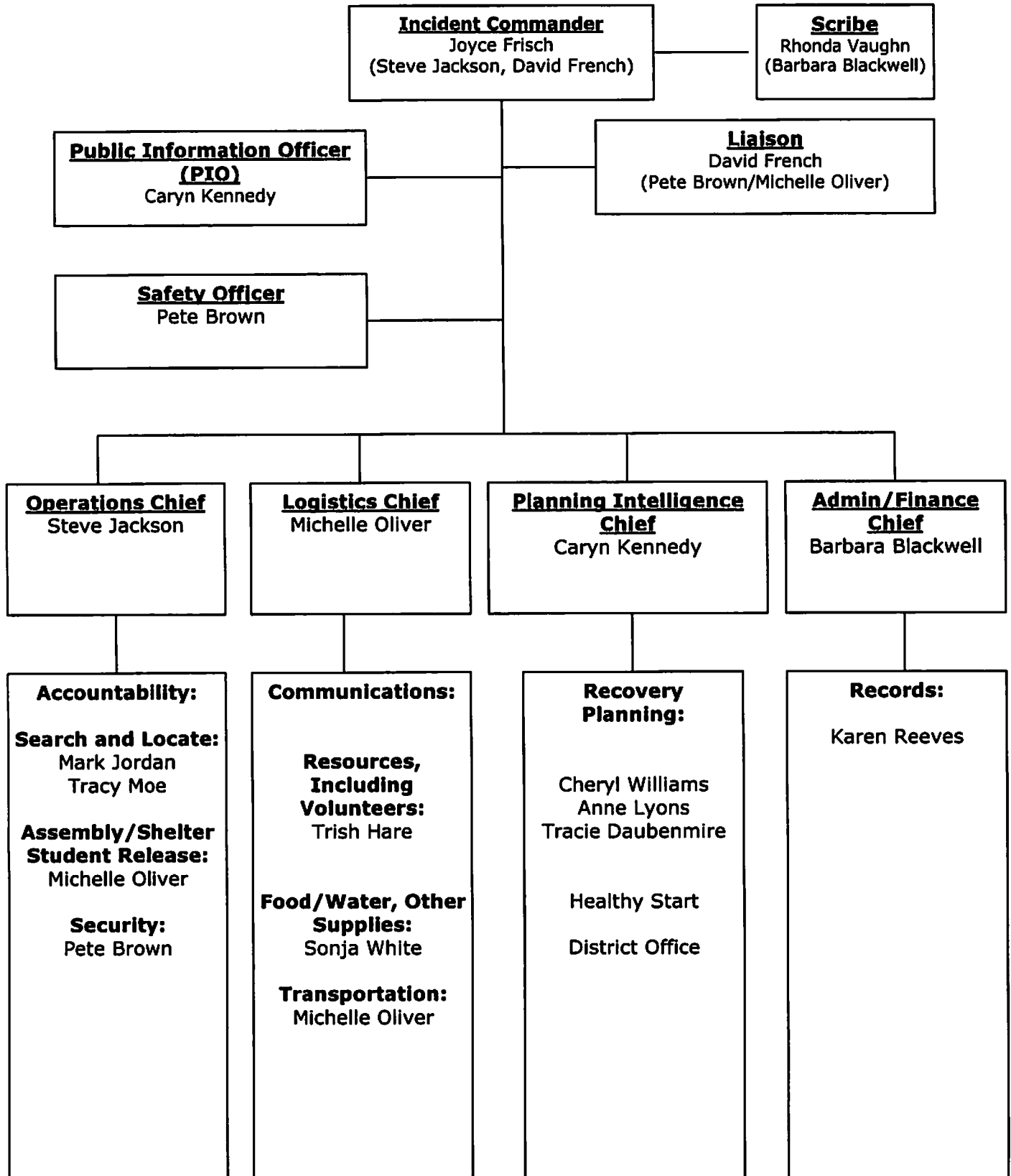
## **INCIDENT COMMAND SYSTEM**

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

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

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

**Wilson C. Riles Middle School  
INCIDENT COMMAND SYSTEM**



## **Wilson C. Riles Middle School 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.

**STAFF SPECIAL SKILLS / HEALTH CONCERNS**

Wilson C. Riles Middle School

**Staff Emergency Information**

**02/2010**

# **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 (Off Site Evacuation Location). Students are evacuated by walking or on school busses.

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

### **BUILDING EVACUATION**

1. See Evacuation Maps for evacuation staging areas.
2. Immediately upon hearing the Fire Alarm signal, students, faculty, and others in the building shall evacuate the building via prearranged evacuation route, quickly, quietly, and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.
3. Students with special needs will be assisted by one or two other students or an adult aide.
4. Students will take nothing with them.
5. If the regular exit is blocked, the teacher will lead the group to an alternate exit.
6. During passing periods or lunch, the students should go to their assembly area on the field.
7. If a student is not with their regular class, they will remain with that class.
8. Upon reaching the assembly area, teachers shall take attendance. Any absences should immediately be reported to the Principal or Vice-Principal. Necessary first aid should be performed. Students and teachers shall await further instructions. ICS automatically kicks in at this point.
9. The 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 Off Site Evacuation Location. (see Off Site Evacuation Map)

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

When evacuating to Center High School, the students will walk quickly, quietly, and in single file along the back bike path to Pearl Wood Way, if busses are available, students will board on Pearl Wood Way. If busses are not available, they will proceed to Chamonix Way and then on to Redwater Drive. Redwater leads to Black Eagle Drive. Turning right on Black Eagle leads to Watt Avenue. Turning left on Watt Avenue leads to Center High School.

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:

Alternate:

Alternate:

### Exit the Building

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

### Evacuation Instructions

#### Teachers

- Take class lists, red/green folders and attendance roll sheets.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and report any missing students using the Student-Staff Accountability Form/EOC Message Form to the principal or designee at pre-designated location away from building

#### Students

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

#### Staff Not Assigned To Classrooms

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



### **Principal or Designee**

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

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

- Instruct teachers to:
  - Release students to responsible adults using predetermined procedure.
  - Students will exit school grounds to (Location of meeting area), either to board busses or to walk to (Site evacuation location).

## **LOCKDOWN PROCEDURE**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students and staff are to remain in the classrooms or designated locations at all time.

- An announcement will come over the PA system telling you that the "Lock Down procedure" is in effect and that all staff and students must remain the classroom. If the situation warrants, students and staff will be instructed to lie on the floor to avoid injury.
- Close and lock all doors to the outside and close and lock all windows. Close all blinds or shades if it appears safe to do so.
- If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. library, cafeteria).
- Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
- The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel will be allowed on campus.

## **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.

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.

## **SHELTER IN-PLACE PROCEDURE**

- 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.
- Turn off HVAC systems.
- 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 drapes and internal doors.
- Continue normal activities inside.
- Do not leave until released by the Incident Commander

## **CHEMICALS**

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

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

In-place sheltering, 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.

## **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 \_\_\_\_\_

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

Name \_\_\_\_\_

Address \_\_\_\_\_

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

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### STUDENTS UNACCOUNTED FOR

Teacher's Name \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_

Students unaccounted for:

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## **INFORMING PARENTS**

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

This section is about the information sent home to parents at various times of the year to inform them of their responsibilities in the event of an emergency. 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 Oak Hill Elementary School on North Loop Drive. 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 (Joyce Frisch) or Vice-Principal (Steve Jackson or David French).

4. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school. Contact Twin Rivers Police Department Dispatch (286-4875)

### **II. Administration**

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

A. Notify teachers to evacuate their rooms by announcing "code red" followed by the fire drill signal. All students should be at least 500 ft. away from the building.

B. Wait for 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 via Sining Tree Way if the decision to evacuate is made.
  - E. Maintenance, Operations, & Transportation will be called to provide busses for students if necessary.
- III. Teachers
- A. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
  - B. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
  - C. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
  - D. When you hear the all clear signal (long ringing of the bell), return to your classroom in an orderly manner.
  - E. Do not let the students know that we have a bomb threat. Treat is as a routine "fire drill".
- IV. Custodians, Cooks, and other Classified Employees
- A. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
  - B. Assist Administration as needed.

# BOMB THREAT FORM

## RECEIVING A BOMB THREAT

### INSTRUCTIONS:

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

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

Exact words of caller:

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### Questions to Ask

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

### Caller's Voice (Circle):

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

### Voice Description (Circle):

Male	Female
Calm	Nervous
Young	Old
Rough	Refined
	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

Department \_\_\_\_\_

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

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

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

Person monitoring the call

Department \_\_\_\_\_

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

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

## 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. Teachers are expected to attend assemblies and sit with their classes.
2. Teachers and administrators are available if the need for control should arise before and after school.
3. 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.
4. 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.
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 immediately activate the "Duck and Cover" alert signal. This is a signal to all other classrooms to proceed as if it were the Duck and Cover signal. Teachers will immediately lock ALL outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks. If the situation is occurring in your pod and you are in a pod with a connecting workroom, evacuate your students immediately and take them to the nearest safe classroom. Knock on the door and announce MR. Q! Mr. Q! This is the signal that it is safe for the teacher to answer the door. After you and your class are safely inside, instruct your students to assume the Duck and Cover position away from the windows.
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, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly call out the code.

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

1. If the administrators, secretary office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. If any staff member is able to activate the "Duck and Cover" alert signal, they will do so.
3. The principal or secretary will notify the superintendent if possible.
4. The school office personnel shall attempt to follow all commands of the terrorists.

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

1. The teacher, campus monitor, or administrator who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground by utilizing a walkie-talkie. Office staff constantly monitor radio traffic and will act accordingly.
2. The office will announce the code. The Duck and Cover signal will sound to alert all students in the field. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, staff should exit students as quickly as possible via one of the escape routes in that particular duty area. Students on the field and basketball courts should make their way to the gymnasium or multi-purpose room.
4. If an intruder arrives on the playground and starts firing shots, students and staff should drop to the ground.
5. Staff will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

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

### **Violent Person**

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

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

### **Mob**

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

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

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

## KIDNAPPING/ATTEMPTED KIDNAPPING

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

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

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

## FIRE

### Actual Fire

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

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

## **Computer Labs**

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

## **Lunchrooms and Kitchens**

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

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

## **FIRE DRILL PROCEDURES**

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

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

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

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

## **FIRE EXTINGUISHERS**

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

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

## **FIRE EXTINGUISHER INSPECTIONS**

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

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

## **FLOOD**

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

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

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



## **MINOR FLOODING**

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

## **EARTHQUAKE**

### **During the Quake**

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

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

### **After the Quake:**

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

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

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

## **Re-entry of Building**

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

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

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

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

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

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

## **MEDICAL EMERGENCIES**

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

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

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

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in 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 to attempt first aid. These people often wear some type of medical identification.

## **DOG, OR OTHER ANIMAL, BITES**

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control enter. Give description of the animal and name and address of the victim.
4. Complete the **Report of Student Accident Form**.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

## **EARS**

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.



## **ELECTRIC SHOCK**

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

## **EYES**

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

## **FAINTING**

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, and disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between the knees.

## **FRACTURE**

**Bone Fracture** (unless in imminent danger, do not move the individual)

**Closed Fracture:** The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

**Compound Fracture:** Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back in to place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back in to place.
4. Do not permit the victim to walk about.
5. Notify Parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

## **FROSTBITE**

1. The frostbitten area will be slightly reddened with a tingling sensation pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees.) Don't rub the area nor break the blisters.

## **HEAD INJURY**

1. Symptoms
  - May or may not be unconscious
  - Unconsciousness may be delayed one-half hour or more
  - Bleeding from mouth, nose or ear
  - Paralysis of one or more of extremities
  - Difference in size of pupils of the eyes
2. First Aid of Head Injuries:
  - No stimulants or fluids
  - Don't raise his feet; keep the victim FLAT
  - Observe carefully for stopped breathing or blocked airway
  - Get medical help immediately
  - When transported, gently lay flat
  - Position head to side so secretions may drool from corner of mouth
  - Loosen clothing at neck

## **HEART ATTACK**

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration, indicating shock. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

## **NOSEBLEEDS**

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled. Medical help is needed. Maintain pressure on nose until a doctor is present.

## **PANDEMIC FLU PLAN**

### **Seasonal Flu**

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

### **Mild to Moderate Pandemic**

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

### **Severe Pandemic**

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.

- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water or soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended  
Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

### **Social distancing**

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wiping phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily  
 Open windows if weather permits while room is occupied or while students leave the room for lunch. Possible school closure for a short amount of time early in the course of a community outbreak.  
 Consult [www.pandemicflu.gov](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 who's limbs jerk violently, whose eyes may roll upward, whose breath may become heavy with dribbling or even frothing at the mouth,. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything in to the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
  - a. There is little you can do to stop a seizure.
  - b. Call for help.
  - c. Let the seizure run its course.
  - d. Help the victim to lie down and keep from falling to avoid injury.
  - e. Do not use force.
  - f. Loosen restrictive clothing.
  - g. Do not try to restrain a seizure victim.
  - h. Cushion the victim's head using folded clothing or a small pillow.
  - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.

2. After a seizure:
  - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
  - b. Check to see if the victim is wearing a **MEDIC ALERT** or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. **This is a medical emergency, call 911.**

## SHOCK

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
  - Pale, cold, moist skin
  - Weak and/or rapid pulse
  - Rapid Breathing
  - Altered Consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
  - Have the victim lie down
  - Control any external bleeding
  - Help the victim maintain body temperature, cover to avoid chilling
  - Reassure the victim
  - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
  - Do not provide anything to eat or drink.
  - Call 911
  - Call parents

## SUNSTROKE

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

## WOUNDS

**An abrasion** is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

**An incision** is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

**A laceration** is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

**A puncture wound** is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

## ACTION PLAN

**The School Climate:** An action plan for people and programs reflecting the school's social environment

**Our school is a place where students are encouraged as individuals to contribute to the smooth functioning of the school. Our students will display a sense of pride in belonging to a school with high academic standards and an awareness of self, others and the environment. A well-rounded curriculum, in addition to fair and consistent rules and procedures, provides a solid foundation for a positive school environment.**

### **Objective 1: School Connectedness**

As a result of a variety of new and existing programs, we will have an approval rating 75% or higher on the next California Healthy Kids Survey (currently 48%) on questions regarding school connectedness.

#### 1) Related Activities

- Monthly Email Updates and periodic parent phone calls using the automated dialing system to make parents aware of events on campus and within the district.
- Use of the school website to promote activities and events occurring at Wilson C. Riles and within the district.
- 8th Grade Dance at Sacramento State Grand Ballroom—invite parents and include a tour of the university.
- Positive incentives which include: Merit Awards, Attendance Awards, monthly events and/or awards for students who maintain 100 merits, Employ the Leadership Class to assist with these events.
- Parent Workshops which provide parents with valuable information about existing programs as well as support the parents with educational opportunities by off campus experts
  - AVID Parent Workshops
  - GATE Parent Workshops
  - PTA
  - School Site Council
  - Monthly "Parent Coffee Mornings" coordinated by Anne Lyons, school counselor

### **Objective 2: School rules and expectations are realistic, practical, and relevant to the students and staff.**

Weekly "Husky Paws Applause" drawings with prizes, As a result of a variety of new and existing programs, we will have an approval rating 75% or higher on the next California Healthy Kids Survey (previously 17%, currently 53%) on questions regarding school rules and expectations are realistic, practical, and relevant to the students and staff.

#### 1) Related Activities

- Parent Scavenger Hunt through the Agenda
- Reminders to students through the daily bulletin regarding merits for activities.
- Advertise current activities, clubs, sports, etc. with signs.
- Weekly drawings to recognize students who have been making choices to use **safe, responsible, and respectful** behavior.
- Committee established to develop school wide expectations that every staff member supports and every student is expected to adhere to.
- Development of a digital referral system which minimizes paper consumption, and most importantly provides for the opportunity to gather and evaluate data related to behavior issues.
  - For Students

- Enter the classroom quietly and start warm-up activity before the bell rings.
  - Stay on task until dismissed.
  - Be considerate and courteous at all times.
- For staff
  - Implement expectations consistently across the campus.
  - At door monitoring during passing periods.
  - Greet each student personally everyday.
  - Leave time for students to pack.
  - Set a positive example.
- Words for Success
  - Please
  - Thank You
  - You're Welcome
  - Excuse Me
  - I'm Sorry
- In planning for the 2011-12 school year, Wilson C. Riles will continue working with positive behavior support program based on BEST (Building Effective Schools Together) strategies. Data regarding referrals will continue to be collected and reviewed and strategies developed based on these results



## **Wilson C. Riles Middle School The Physical Environment**

Wilson C. Riles Middle School mailing address is on PFE Road in Roseville of Placer County, but the property straddles the county line and some of the property is located in Antelope at the north end of Sacramento County. The campus experiences mild vandalism during evening hours, however, the frequency of occurrences has lessened within the past year. The immediate area around the school includes single family dwellings, duplexes and apartments as well as a significant amount of undeveloped property.

The school site encompasses 10 acres. There are four sets of permanent classroom buildings including a two-story classroom building, a multi-purpose room, gymnasium, administrative offices, and commercial kitchen facilities.

Nine sets of re-locatable classroom buildings (thirty-nine in all) are positioned on the west side, in various classroom combinations ranging from 3 to 7 rooms each. The entire campus is surrounded by permanent fencing. Only 1 pedestrian gate is unlocked during the school day. All other gates are locked during the school day. The playground is grass and asphalt and includes regulation size track, one baseball backstop, basketball and volleyball courts, long jump pits, high jump pad, and a shot put area.

During the school day, staff members including one full-time and one half time campus monitors and administrators provide campus supervision. A Safe School Officer is available if needed.

It shall be the practice of Wilson C. Riles Middle School and Center Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

### **Maintenance of School Buildings/Classrooms**

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The students take pride in the appearance of the school.

### **Internal Security Procedures**

Wilson C. Riles has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Wilson C. Riles.

Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Wilson C. Riles employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity.

An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

**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:**

As a result of new and existing programs, we will continue to reduce the number of student referrals to the office and suspensions. For the 2011-2012 school year, we will reduce the number of referrals to the office as well as the number of suspensions by 10% as compared to the 2010-2011 school year.

**1) Related Activities**

- Build and strengthen relationships with students by following the school wide expectations for the staff.
- Utilize the school's Guidance Team to identify "at-risk" students and develop strategies to support their success such as parent-teacher meetings to promote open communication with the family, Student Study Team meetings to evaluate the need for psychological, academic, emotional and/or physical evaluation.
- Development of a digital referral system which minimizes paper consumption, and most importantly provides for the opportunity to gather and evaluate data related to behavior issues.
- Utilize team collaboration meetings to identify at risk students and share accommodations that have been tried in the classroom and how successful were they.
- Reward students for making positive choices as outlined above.

**Objective 2:**

As a result of a variety of new and existing programs, we will have an approval rating 75% or higher on the next California Healthy Kids Survey (previously 30% and currently 46%) on questions regarding students feeling safe at school.

**1) Related Activities**

- School staff will have a more visible presence as they are monitoring student passing from their doorways during passing periods and are consistent about being at their assigned duty stations for before and afterschool supervision.
- Our student Conflict Mediation team will expand its training and participation as well as participating in county-wide student conflict mediation team activities.
- Coordinate with the district transportation department to monitor and supervise the bus drop off and pick-up location at the east parking lot to facilitate safer traffic patterns for the busses.
- Cooperate with the district transportation department to address behavioral and safety issues with students who ride the district busses.
- A Safe School officer from the Twin Rivers Police Department will drive in his/her marked car in the back of the school every day.
- Personnel from the Twin Rivers Police Department will be invited to attend our major parent night events throughout the year (BTSN, Open House, Spaghetti Feed, etc.).

# SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party  
Pursuant to Penal Code Section 11166

A. CASE IDENTIFICATION	TO BE COMPLETED BY INVESTIGATING CPA
	VICTIM NAME: _____
	REPORT NO./CASE NAME: _____
DATE OF REPORT: _____	

B. REPORTING PARTY	NAME/TITLE _____	
	ADDRESS _____	
C. REPORT SENT TO	PHONE ( ) _____	DATE OF REPORT _____
	SIGNATURE _____	
D. INVOLVED PARTIES	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION	
	AGENCY _____	ADDRESS _____
E. INCIDENT INFORMATION	OFFICIAL CONTACTED _____	PHONE ( ) _____
	DATE/TIME _____	
F. INVOLVED PARTIES	NAME (LAST, FIRST, MIDDLE) _____	ADDRESS _____
	PHONE ( ) _____	
G. INVOLVED PARTIES	PRESENT LOCATION OF CHILD _____	PHONE ( ) _____
	NAME _____ BIRTHDATE _____ SEX _____ RACE _____	NAME _____ BIRTHDATE _____ SEX _____ RACE _____
H. INVOLVED PARTIES	1. _____ 4. _____	
	2. _____ 5. _____	
I. INVOLVED PARTIES	3. _____ 6. _____	
	NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____	NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____
J. INVOLVED PARTIES	ADDRESS _____	ADDRESS _____
	HOME PHONE ( ) _____ BUSINESS PHONE ( ) _____	HOME PHONE ( ) _____ BUSINESS PHONE ( ) _____
K. INVOLVED PARTIES	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	
L. INVOLVED PARTIES	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	
M. INVOLVED PARTIES	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: _____	
N. INVOLVED PARTIES	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. 1/03)

## 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 Joint Unified School District  
Wilson C Riles Middle School  
4747 PFE Rd.  
Roseville, CA. 95747  
Telephone: 916-787-8100

5A

March 4, 2011

**Parent Contact  
Information including  
mailing address.**

Referred by: Jackson, S

Grade level:

Birthdate:

Student number:

Permanent ID:

Dear Parent:

We have found it necessary to suspend your student for violating these Education Code sections:

Ed Code Section	Violation
48900 (k-1)	Refusal and / or repeated failure to follow school rules and regulations and / or severe disruption of school activities.
48900 (l)	Knowingly received stolen school property or private property.
48900(k-5)	Excessive alternative means of correction, if available
48900.G1	Stolen or attempted to steal school property or private

The incident that caused this suspension happened as follows:

On Thursday, 3/3/11, Troy made the request to leave the boy's PE locker room with a pair of pants and a cell phone that belonged to another male student. Troy has had similar incidents of taking others' possessions without their permission on 5/1/10, 5/20/10, 10/26/10, 1/12/11, and 2/7/11, as documented in his discipline file.

# Narrative of the Incident

Troy has been suspended for 30 days. This is due to the fact that he has repeatedly violated the school rules and regulations. He is expected to remain at home under adult supervision during this suspension. He is not allowed to attend school activities or be on or around the school campus. Students may be allowed to make up the work missed during the suspension at the discretion of the teacher, as provided in the education code. Should you have any questions, you may contact me at the school.

Your child has been suspended for \_\_\_\_\_ days and makes a total of \_\_\_\_\_ this year.  
The first day of suspension is \_\_\_\_\_. The first day back at school will be \_\_\_\_\_.

Special Education: ☐ Yes ☐ No

504 Plan: ☐ Yes ☐ No

This suspension has been issued in compliance with the Education Code of the State of California, Sections

48900, 48910, 48911. The reason for this suspension has been explained to the student 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 (916) 787-8100. You have the right to have access to the pupil records as provided by Section 49069.

At an informal conference, your student was advised as to the reasons for this disciplinary action and was afforded an opportunity to present a response. During this suspension, the student is expected to remain at

home under adult supervision and may not attend school activities or be on or around the school campus. Students may be allowed to make up the work missed during the suspension at the discretion of the teacher,

as provided in the education code. Should you have any questions, you may contact me at the school.

\*Homework will be requested for suspensions of 3 or more school days.



Administrator's Parent Contact- Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ @ \_\_\_\_\_

Sincerely,

Steve Jackson  
Vice-Principal

My signature below indicates that I have been told why I have been suspended. I have also been given a chance to ask questions and explain my side of the story. I have been informed that I am prohibited from returning to any campus or school owned property located within the Center Unified School District during school or non-school hours, and on school and non-school days. This also includes school activities. My signature also indicates that I have been informed that it is a violation of the terms of my suspension to loiter on public streets without adult supervision during regular school hours (7:30 am to 2:30 pm). I understand that failure to abide by these rules is a violation of law which can be punished by arrest and/or incarceration in the County Juvenile Hall or other appropriate law enforcement facility (California Penal Code, Sections 626.2, 626.4, and 653-g). These prohibitions will remain in effect until the Center Unified School District permits my return to a school within the District.

Student Signature

## *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Oak Hill Elementary School

**Date:** March 31, 2011

**Action Item** XXX

**To:** CJUSD Board of Trustees

**From:** David Grimes, Principal

**# Attached Pages** 74+1

**Principal's Initials:** DL

**SUBJECT: OAK HILL SAFE SCHOOL AND EMERGENCY PREPAREDNESS PLAN – MARCH 2011 REVISION**

Each school year we are required to update our Comprehensive School Safety Plan. The current revision includes updated safety goals to reflect current staff training and technology, and an update to reflect staff currently working at Oak Hill. Also included are actions taken to implement the Early Mental Health Initiative (EMHI) grant awarded to Oak Hill in 2010/11 in order to better address the school connectedness and social/friend-making needs of specific at-risk students.

**RECOMMENDATION:** Approval of the March 2011 Revision of the Oak Hill Safe School and Emergency Preparedness Plan.

# **OAK HILL ELEMENTARY**



## **Safe School And Emergency Preparedness Plan**

**Center Unified School District  
Antelope, CA**  
January 2011 Revision

## TABLE OF CONTENTS

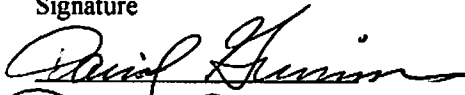



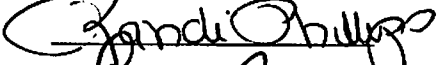
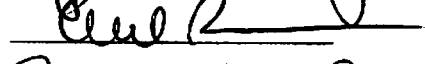
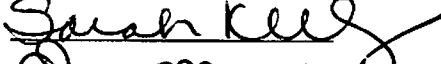
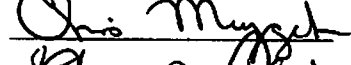

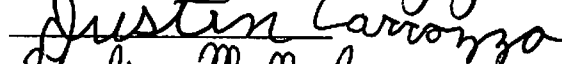
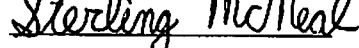
Table of Contents.....	1
Emergency Preparedness Plan – Signature Sheet.....	2
Emergency Preparedness Plan – Objective.....	3
Mission Statements.....	4
<b>MAPS</b>	
Emergency Shut Off.....	5
Classroom Evacuation.....	6
Off Site Evacuation.....	7
Emergency Phone Numbers.....	8
Communications.....	9
Drills.....	9
Incident Command System.....	10
Incident Command Flowchart.....	11
Incident Command Descriptions.....	12
Staff Special Skills/Health Concerns.....	13
<b>CRISIS READINESS</b>	
Building Evacuation.....	15
Evacuation of School Grounds.....	16
School Evacuation Instructions.....	16
In-Place Sheltering.....	17
Lock Down Procedure.....	18
Hazardous Materials Evacuation or In-Place Sheltering.....	18
Chemicals.....	18
Early Dismissal.....	19
Release of Students to Parents.....	19
Student Release Form.....	20
Informing Parents.....	21
Bomb Threat Procedures.....	22
Receiving Bomb Threat.....	24
Threatening Phone Call Form.....	26
Domestic or Civil Disturbance.....	27
Intruder or Hostage Situation.....	27
Procedure to Deal with Civil Disturbances.....	29
Kidnapping/Attempted Kidnapping.....	29
Death/Suicide.....	30
Fire.....	30
Flood.....	32
Earthquake.....	33
Wind and Other Types of Severe Weather.....	34
Fallen Aircraft.....	34
Injury and Missing Person Report.....	35
Medical Emergencies.....	36
First Aid Instructions.....	37
<b>ACTION PLAN</b>	
The School Climate.....	48
The Physical Environment.....	49
The Social Environment.....	51
<b>POLICIES AND REPORTING</b>	
Child Abuse.....	52
Uniform Complaint Procedures.....	54
Hate Crime.....	56
Discrimination/Harassment.....	56
Suspension & Expulsion.....	57
EOC Form to Report Injuries/Structural Damage during Emergency.....	61
<b>SITE SPECIFIC ITEMS</b>	
Special Duties.....	62
Alarm Signals.....	63
Discipline Plan.....	65

## Emergency Preparedness Plan Signature Sheet

Oak Hill'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
David Grimes	Principal	
Patty Spore	Curriculum Specialist	
Clay Smith	Lead Teacher	
Gina Oswalt	2 <sup>nd</sup> /3 <sup>rd</sup> grade teacher	
Randi Phillips	1 <sup>st</sup> grade teacher	
Evie Baker	Instructional Specialist	
Sarah Kelly	RSP Teacher	
Chris Miyazaki	Secretary	
Gina Carrozzo	SSC Chair	
Justin Carrozzo	Student Green Beret	
Sterling McNeal	Student Green Beret	

## **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 that room should be familiar with the fire evacuation route as it applies for that room. In the event of a substitute teacher, make sure the substitute is aware of where this map is located and that the roll sheet and student emergency information must be carried out by the teacher during the drill.

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

# **Center Unified School District**

## **Mission Statement**

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

## **Oak Hill Elementary Mission Statement**

**Oak Hill Elementary strives to be a community of life-long learners where the support of parents, community, staff, and peers will provide a safe, friendly, caring environment where each person will flourish, take risks, be secure and grow in knowledge, confidence, love, and respect.**

**(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 using the site radios, bullhorn, or by messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. One radio shall be assigned to each teacher, each noon duty supervisor, all certificated support staff members, the library staff, custodian, and each office staff member.

### **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 administrator.
2. Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent.

## **DRILLS**

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

Other drills will be held quarterly. These will include intruder alert, drop, cover, and hold on, and school evacuation.

Oak Hill will participate in regional drills, as organized at the regional level, to practice and prepare for major catastrophic events. These drills will assist in assessing and improving the school's readiness and response, and to assist district and regional organizations in properly planning and preparing for such events.

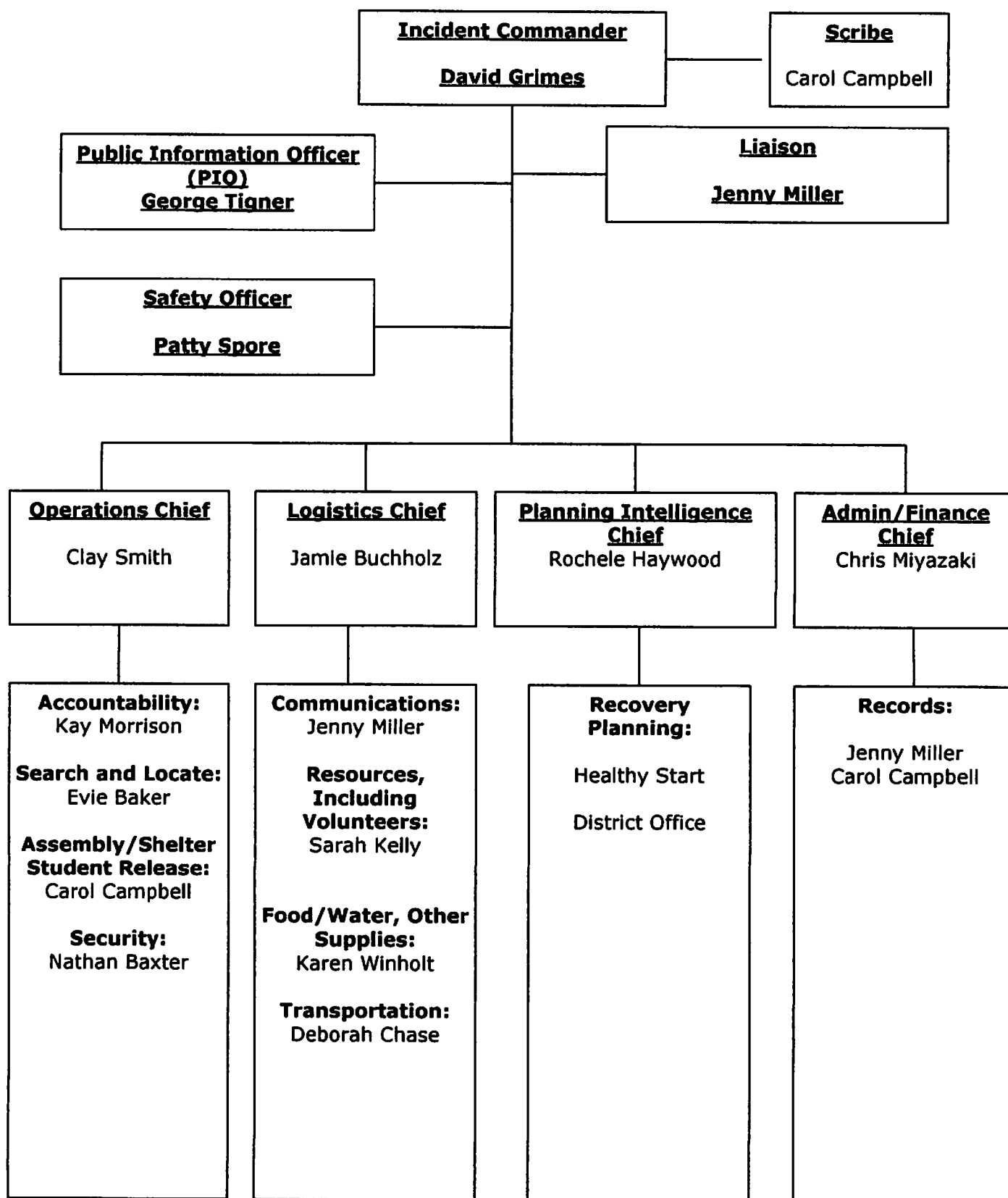
## **INCIDENT COMMAND SYSTEM**

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

Tasks needed to successfully handle critical incidents are delegated to various managers of the CMT (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.

# OAK HILL ELEMENTARY INCIDENT COMMAND SYSTEM



## **OAK HILL 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.

**STAFF SPECIAL SKILLS / HEALTH CONCERNS**  
**OAK HILL ELEMENTARY**  
**Staff Emergency Information**  
**Jan 3, 2011**



Staff Member	Cell Number	Health Concerns	Special Skills	
--------------	-------------	-----------------	----------------	--

# **CRISIS READINESS**

## **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 Wilson C. Riles Middle School, or to another location. Students are evacuated by walking or on school busses.

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

### **BUILDING EVACUATION**

1. The field is the designated assembly area.
2. Immediately upon hearing the Fire Alarm signal, students, faculty, and others in the buildings shall evacuate the buildings via prearranged evacuation routes, quickly, quietly, and in single file. The last person out of the room shall pull the door closed, and will ensure that it is locked. All will proceed to the designated assembly area.
3. Students with special needs will be assisted by one or two other students or an adult aide.
4. If the regular exit is blocked, the teacher will lead the group to an alternate exit.
5. During recess the students should go to their classroom's assigned assembly area on the field and line up single file, facing the back fence.
6. If a student is with another class (RSP, Speech, etc.) that student will remain with that teacher and class.
7. Upon reaching the assembly area, teachers shall take attendance. Any students unaccounted for, or absences not already reported to the office through the attendance taking process, should immediately be reported to the site administrator. Necessary first aid should be performed. Students and teachers shall await further instructions. ICS automatically kicks in at this point.
8. The custodian will notify the utility companies of a break or suspected break in utilities.
9. 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 emergency, it may be necessary to evacuate the school grounds. Wilson C. Riles Middle School will be considered as the first option for Oak Hill campus evacuation, although the evacuation location may be incident-specific.

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

When evacuating to Wilson C. Riles, the students will walk quickly, quietly, and in single file line by class to North Creek Court. They will proceed on Karly Brook Way to Story Ridge Way and then on to Redwater Dr. Students will go right on Redwater, and then turn left on Chamonix Way. Chamonix Way curves to the right twice. Students will then turn left onto Pearl Wood Way, entering Wilson C. Riles from the back gate on Pearl Wood Way.

If busses are available, students will board at the corner Fawn Run Way and Karly Brook Way.

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 Grimes

Alternate: Patricia Spore

Alternate: Clay Smith (Lead Teacher)

### **Exit the Building**

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

### **Evacuation Instructions**

#### **Teachers**

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

#### **Students**

- In Home Classroom
  - Leave all personal items in classroom.
  - Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom
  - Leave all personal items in classroom.
  - Exit with their supervisor, or if alone, exit the nearest unblocked exit.
  - Remain with the class with which you exited.
  - If not with a class (at the bathroom, for example) join homeroom on the field.

**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 outlined on previous page.**

- Instruct teachers to:
  - Release students to responsible adults using predetermined procedure.
  - Students will exit school grounds to North Creek Court, either to board busses or to walk to Wilson C. Riles Middle School.

**IN-PLACE SHELTERING**

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

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

**In-Place Sheltering Instructions**

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect. Remind staff and students that they are to remain inside the building away from outside air. Students and staff that are outside are to immediately move to the protection of an inside room.
- 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.

## **LOCKDOWN PROCEDURE**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

- An announcement will come over the PA system telling you that the "Lock Down procedure" is in effect and that all staff and students must remain the classroom. If the situation warrants, students and staff will be instructed to lie on the floor to avoid injury.
- Close and lock all doors to the outside and close and lock all windows. Close all blinds or shades if it appears safe to do so.
- If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. library, cafeteria).
- Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
- The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel will be allowed on campus.

## **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. 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 below.

## **RELEASE OF STUDENTS TO PARENTS**

Each teacher will have a copy of the student emergency information and a list of students in their emergency backpack. 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 information 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. No staff will be leave until released by the principal or his/her replacement.

**STUDENT RELEASE FORM**

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

Date\_\_\_\_\_Time\_\_\_\_\_

Teacher\_\_\_\_\_

Room #\_\_\_\_\_Grade\_\_\_\_\_

**PERSON CHECKING OUT STUDENT:**

Signature\_\_\_\_\_Name\_\_\_\_\_

**PLANNED DESTINATION:**

Home\_\_\_\_\_ Other (address, phone#) \_\_\_\_\_

-----

**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

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 or other emergency that requires evacuation, the first option will be for students to be evacuated to Wilson C. Riles Middle School on PFE Road. If Wilson C. Riles is not a safe option, information as to where students were evacuated to will be posted on the office door. If possible, notification will be sent to parents through the automatic dialing system; otherwise, parents will be informed by school and district 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 these 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.
- 4. Call (911) and ask for a police 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 sounding the fire drill signal. All students should be at least 500 ft. away from the building.
- B. Wait for the Police 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. Administrators must determine if students will need to evacuate the school grounds if no suspicious item is found.
  - 1. Students will exit campus via North Creek Court if the decision to evacuate is made.

- E. Maintenance, Operations, & Transportation will be called to provide busses for students if necessary.

### III. Teachers

- A. Keep your group together and walk with them to the field. Take your roll sheet, red emergency backpack, 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.
- B. When you hear the all clear signal (long ringing of the bell), return to your classroom in an orderly manner.
- C. 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).
- 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:

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#### Questions to Ask

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

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

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

#### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

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

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

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

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

**Background Noises (Circle):**

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

**Additional Information:**

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

B. What line did the call come in on? \_\_\_\_\_

C. Is the number listed? Private Number? Whose? \_\_\_\_\_  
\_\_\_\_\_

D. Person Receiving Call \_\_\_\_\_

E. Telephone number the call was received at \_\_\_\_\_

F. Date \_\_\_\_\_

G. Report call immediately to: \_\_\_\_\_  
(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 each 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 or radio.
2. If the teacher can not get to the communication system, he/she should attempt to send a student to the nearest classroom for assistance. 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 information from a student or other adult should immediately lock all doors, inform the office, and close the blinds. (If the situation is in your raft, evacuate immediately to the next raft).

4. If there is another teacher, adult, or student in a back workroom who can safely make a call, O will allow you to make the call to the office.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a HELP signal or call will verbally announce over the intercom; "Intruder on Campus", followed by the name of the raft 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, close the blinds and turn on their radios. Students should assume the duck and cover position under their desks. If the situation is occurring in your raft and you are in a raft with a connecting workroom, the office will direct you to evacuate your students immediately and take them to the nearest safe classroom. The office will call or radio the receiving classroom to let them know they are to allow your entry. After you and your class are safely inside, instruct your students to assume the Duck and Cover position away from the windows.
8. Office will immediately dial 911 and call the safe school officer.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an ALL CLEAR signal is given.
11. Any student finding him or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock. If there is no answer, and it is safe to do so, the student should go quickly to the office.

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

1. If the administrator, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911 and/or press the red panic button.
2. If any staff member is able to call the library or other support staff, the library or support staff will notify all classes/teachers.
3. The principal or secretary will notify the superintendent if possible.
4. The school office personnel shall attempt to follow all commands of the terrorists.

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

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground and the office by calling on the radio, "Intruder on Campus, on the playground".
2. The office will announce "Intruder on Campus" and indicate where. The Drop and Cover signal will sound to alert all students in the field. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing the Drop and Cover signal will look for the nearest teacher and follow instructions. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area. Students in the field should exit via North Creek Court if it is safe. The adult in charge will need to assess the situation to determine if students can re-enter the campus in between the library and Bodega Bay or between San Francisco and Trinidad and take cover in the cafeteria, library, classroom(s) or if students need to evacuate the campus walking North on North Creek Court.
4. Teachers will go in the opposite direction of the intruder. If teachers or students arrive at a classroom door and find it locked, the teacher needs to radio the office to have information relayed to the classroom teacher.

5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

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

### **Violent Person**

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "Drop, Cover, and Hold" drill (long, low, wail) will be initiated. Students located outside 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 Twin Rivers Police Department. Administrator 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 plate number, 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 911 and the Twin Rivers Police Department.
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the Parent or Guardian of the kidnapping victim.



4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

## DEATH/SUICIDE

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

Principal or designee shall:

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

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

## FIRE

### Actual Fire

1. In the event of a natural gas fire, sound alarm and then **TURN OFF MAIN GAS VALVES**. If the fire is small, use the fire extinguisher **AFTER** the gas is turned off.
2. In the event of an electrical fire, sound alarm and then **TURN OFF ELECTRICITY. DO NOT USE WATER OR WATER-ACID EXTINGUISHERS ON ELECTRICAL SUPPORTED FIRES**. Only **SMALL** fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

### Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes. The nearest fire extinguisher is located on the east wall of the intermediate computer lab and on the short north wall of the workroom off of the primary computer lab.

## **Lunchrooms and Kitchens**

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

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

## **FIRE DRILL PROCEDURES**

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

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (in the field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Teachers will bring out their radio, emergency packet, and emergency backpack.
3. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
4. Once each month, a fire drill will be conducted by the school staff.
5. Students stand facing away from the building in silent lines.
6. Supervising staff will take roll. The whereabouts of all students should be known.
7. 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. In the event of electrical failure, all teachers will turn on their two way radios and turn the volume up incase of emergency.
3. 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.
4. When a silent intruder on campus drill is in progress, the principal or designee will radio all teachers to instruct their students to follow the Drop, Cover, and Hold procedures.

## **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 part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

# EARTHQUAKE

## During the Quake

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

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. REMAIN WHERE YOU ARE. If you are outdoors, stay outdoors. If you are indoors, stay indoors. In earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "Drop, Cover and Hold" signal.
4. Everyone will get under his/her desk or table. Face in arms, protect back of neck. Hold onto the desk or table leg for support and protection. 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.

## **AIRCRAFT CRASH**

This procedure addresses situations involving an aircraft crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Hazardous materials Evacuation or In-Place Sheltering on page 19. If a crash results in a utility interruption, refer to School Evacuation Instructions on page 17 or Early Dismissal on page 20.

- The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER AND HOLD; SHELTER IN PLACE; EVACUATE BUILDING; or SCHOOL EVACUATION.
- If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the field. Teachers will take their hand-held radios and red emergency back-packs.
- Teachers will notify the administration of missing students.
- The School Administrator or designee will call "911" and the Twin Rivers Police Department (916-286-4875) and provide the exact location and nature of emergency.
- If on school property, the Operations team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property or in a utility interruption, the School Administrator will initiate either SHELTER IN PLACE or SCHOOL EVACUATION as necessary.
- The School Administrator or designee will call the office of the Superintendent. 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.

## FORM D – INJURY AND MISSING PERSONS REPORT

Date \_\_\_\_\_

[illegible][illegible]

## **MEDICAL EMERGENCIES**

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

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

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

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

The general emergency number 9-1-1 will be explained each year to all school personnel

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 bleeding.
4. Send a runner to notify the office or radio the office for assistance.
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. Contact 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 the date 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 is in need of immediate medical intervention.
3. Contact parents for their action and information.
4. Keep a record of the date of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

## **FIRST AID INSTRUCTIONS**

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

### **ABDOMINAL PAIN**

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



## **ARTIFICIAL RESPIRATION**

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

If Carbon Monoxide Poisoning or Asphyxiation (due to lacks of oxygen):

5. 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 closed 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.
    - i. The child has no pulse (begin CPR).
    - ii. Another trained rescuer takes over for you.
    - iii. 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 if necessary
4. First Aid for chemical burns
  - Wash chemical away with water
5. Acid burn to the eye (also alkali burns)

- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
- If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
- Have victim close the eye, place eye pad over lid, bandage and get medical help.

## **CHOKING (Heimlich Maneuver)**

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak, **IMMEDIATELY DO THE FOLLOWING:**

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

## **CONVULSIONS OR SEIZURES**

### **1. Symptoms**

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

### **2. Causes**

- Head injuries
- Severe infections
- Epilepsy

### **3. Treatment**

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water

- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

## **DIABETICS**

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These individuals 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 and 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, cancelling 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 who's limbs jerk violently, whose eyes may roll upward, whose breath may become heavy with dribbling or even frothing at the mouth,. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely



that it blocks the airway. Do not attempt to force anything in to the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
  - a. There is little you can do to stop a seizure.
  - b. Call for help.
  - c. Let the seizure run its course.
  - d. Help the victim to lie down and keep from falling to avoid injury.
  - e. Do not use force.
  - f. Loosen restrictive clothing.
  - g. Do not try to restrain a seizure victim.
  - h. Cushion the victim's head using folded clothing or a small pillow.
  - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
  - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
  - b. Check to see if the victim is wearing a **MEDIC ALERT** or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. **This is a medical emergency, call 911.**

## **SHOCK**

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
  - Pale, cold, moist skin
  - Weak and/or rapid pulse
  - Rapid Breathing
  - Altered Consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
  - Have the victim lie down
  - Control any external bleeding
  - Help the victim maintain body temperature, cover to avoid chilling
  - Reassure the victim
  - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
  - Do not provide anything to eat or drink.
  - Call 911
  - Call parents

## SUNSTROKE

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

## WOUNDS

**An abrasion** is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

**An incision** is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

**A laceration** is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

**A puncture wound** is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

## **The School Climate:**

### **The School's Social Environment:**

Leadership at Oak Hill is a shared process. A proactive role is assumed in all phases of the school operation the Current management team is committed to developing Oak Hill toward excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

### **Disaster Procedures, Routines and Emergencies**

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed at the beginning of each school year. This plan also contains emergency disaster procedures and information on the Incident Command System (ICS).

### **Classroom Organization and Structure**

Oak Hill teachers provide a positive learning environment in their classrooms. Teachers use a variety of teaching strategies including using projects, presentations, hands-on activities, portfolios, journals, creative writing, art, and "Depth and Complexity" strategies.

The teachers at Oak Hill are highly qualified, with many teachers holding advanced degrees. The staff is united in its desire to provide quality education for all students. Classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning and promote positive interactions among students and staff. Through an emphasis on routines, classroom and school-wide procedures, instructional time is maximized and disruptions are minimized.

**Objective 1: To increase the staff's proficiency using outlined safety procedures, building confidence in the staff's ability to deal with a variety of emergency situations in an effective manner and with a sense of safety and calm.**

#### **Related Activities:**

1. Staff training meetings with curriculum provided through regional safety grant
2. Consistent, regularly scheduled practice drills
3. Participation in regional disaster drills as scheduled

**Objective 2: To increase the effectiveness of the Green Beret (conflict/peer mediation) program, and individual Green Berets.**

#### **Related Activities:**

1. Provide peer mediation training to all students in the fourth grade during the first month of school
2. Participate in Sacramento county "Reaching Resolution" program
3. Monitor randomly selected mediation sessions, providing feedback to student mediators at the end of the session in order to help them grow as mediators.

## **The Physical Environment:**

### **The School's Location and Physical Environment**

Oak Hill Elementary School is located in the Antelope area of Sacramento County that has a low crime rate and average poverty level. The campus occasionally experiences mild vandalism during night and weekend hours. The immediate area around the school includes single family dwellings, apartments, commercial buildings, and parks. Present safety hazards include drug related crime in parks near apartment buildings housing students, moderate and sometimes speeding traffic on North Loop Blvd. directly in front of school, and tight traffic patterns near the back gate of school.

### **Description of School Grounds**

The school site encompasses 10.53 acres. There are seven clusters of three classrooms each surrounding the main quad area. There are 15 re-locatable classrooms located near the playground on the southwest corner of the campus. Oak Hill also has a day care center, operated by Sunrise recreation and Park District, located at the south end of the playground occupying 3 re-locatable classrooms. The playground is blacktop and concrete, with a grass field, and includes basketball and handball courts, baseball diamonds, an exercise equipment area, and a play structure area. Oak Hill is enclosed on three sides by a fence with gates which are kept locked during school hours. Other ancillary structures include the office, cafeteria, restrooms, teacher workroom, storage sheds, library, and computer labs.

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. A Safe School Officer is available as needed through Twin Rivers Police Department.

It is the practice of Oak Hill Elementary School, with the support of District Maintenance personnel, to remove all graffiti from school property before students arrive to begin their school day. Other acts of vandalism are likewise promptly addressed.

### **Maintenance of School Buildings/Classrooms**

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety through regular inspections and productive feedback, which is promptly acted upon.

The classrooms and school grounds are monitored for safety and appearance by the administration, custodians, individual classroom teachers, and other staff. The pupils take pride in the appearance of the school.

### **Internal Security Procedures**

Oak Hill has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended, transferred to another school, or recommended for expulsion for serious or repetitive violations. For specific student violations, a mandatory expulsion recommendation shall be submitted to the District by school administration.

Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Oak Hill employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

Additional internal security procedures affecting the integrity of the school facility include classroom intercoms, teacher radios, and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity.

Phase I of an outdoor surveillance system was completed in 2008 to deter vandalism and/or apprehend vandals. Phase II was completed in 2010, bringing the total number of surveillance cameras at Oak Hill to 12.

**Objective 1: The objective is to increase the physical safety of the Oak Hill facilities for students, staff, and parents by placing the student Emergency Information packets into the Emergency Kit for each classroom.**

**Related Activities:**

1. Create and distribute Emergency Information packets for each teacher.
2. Review packets, and updated procedures, during staff meetings.

**Objective 2: The objective is to increase the physical safety of the Oak Hill facilities for students, staff, and parents by maintaining in operating order, and using, the available surveillance cameras.**

**Related Activities:**

1. Security cameras will be inspected at least quarterly by school administration to ensure proper functioning of equipment.
2. Repairs, adjustments to camera hardware and software will be reported promptly to District Maintenance Department or Technology Department, depending on the repair need.

## **The Social Environment:**

### **The School's Cultural Environment**

There is a high level of cohesiveness among the staff members at Oak Hill. Cooperation and support between teachers and the administration is evident. Efforts are made by administration and staff to show concern for all students.

All students are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to administration, teachers, or other staff members. The student Green Berets are also available to students during lunch and recess time to assist in resolving minor problems. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavioral accomplishments and efforts of students are recognized and rewarded.

During the 2010/11 school year, Oak Hill was awarded an Early Mental Health Initiative (EMHI) grant by the state. This grant will help address the needs of students who are moderately at risk of failure due to lack of school connectedness or difficulty making friends.

**Objective 1: The objective is to reduce the number of students who feel disconnected to the school.**

#### **Related Activities:**

1. Teachers will teach the *2nd Step* Character Education program weekly.
2. Staff will encourage increased student participation in extra curricular activities by having inclusive selection processes, a wide variety of activity options, and well-publicizing opportunities for student participation.
3. Monthly "Otter Day" student awards assemblies will be held, with awards presented to several students from every classroom on a monthly basis. Awards will highlight positive character traits demonstrated by students that month, as well as individual academic and/or behavioral successes.
4. Students will be identified for inclusion in individual and small group counseling through an EMHI-provided survey with input from teachers, counselors and administrators. These students will be serviced regularly throughout the school year with the intent of increasing school connectedness and building social skills that will lead to more easily making friends.
5. Key personnel involved in the EMHI grant will participate in EMHI training as required by the grant.
6. A "play room" with sufficient and appropriate materials and supplies, along with office space for associated counseling personnel, will be provided by the school.

## **CHILD ABUSE**

Section 11166 of the Penal Code requires any child care custodian, which includes teachers, instructional aides, teacher's aides, classified employees, and administrative officers, who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the know or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

Since students attending Oak Hill Elementary may reside in either Sacramento County or Placer County, the reporting staff member must first determine which county agency to report to based on the child's residence.

Sacramento County CPS  
875-5437  
PO Box 269057  
Sacramento, CA 95826-9675  
ATTN: Intake

Placer County CPS  
784-6000  
101 Cirby Hills Drive  
Roseville, CA 95678  
ATTN: CPS

Forms for reporting suspected or known child abuse are located in the main office.

# SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party  
Pursuant to Penal Code Section 11166

<b>A CASE IDENTIFICATION</b>	TO BE COMPLETED BY INVESTIGATING CPA
	VICTIM NAME: _____
	REPORT NO./CASE NAME: _____
DATE OF REPORT: _____	

<b>B. REPORTING PARTY</b>		<b>C. REPORT SENT TO</b>		<b>D. INVOLVED PARTIES</b>				<b>E. INCIDENT INFORMATION</b>					
NAME/TITLE _____		NAME/TITLE _____		<b>PARENTS</b>		<b>SIBLINGS</b>		<b>VICTIM</b>		<b>1. NARRATIVE DESCRIPTION:</b>  <b>2. TYPE OF ABUSE: (CHECK ONE OR MORE)</b> <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER  <b>3. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:</b>  <b>4. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:</b>  <b>5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:</b>			
ADDRESS _____		ADDRESS _____		NAME (LAST, FIRST, MIDDLE) _____		NAME (LAST, FIRST, MIDDLE) _____		NAME (LAST, FIRST, MIDDLE) _____					
PHONE ( ) _____		PHONE ( ) _____		NAME _____		NAME _____		NAME _____					
<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION		DATE/TIME _____		BIRTHDATE _____		BIRTHDATE _____		BIRTHDATE _____					
AGENCY _____		DATE/TIME _____		SEX _____		SEX _____		SEX _____					
OFFICIAL CONTACTED _____		DATE/TIME _____		RACE _____		RACE _____		RACE _____					
NAME (LAST, FIRST, MIDDLE) _____		ADDRESS _____		PRESENT LOCATION OF CHILD _____		NAME (LAST, FIRST, MIDDLE) _____		NAME (LAST, FIRST, MIDDLE) _____					
1. _____		2. _____		3. _____		4. _____		5. _____					
2. _____		3. _____		4. _____		5. _____		6. _____					
3. _____		4. _____		5. _____		6. _____		7. _____					
4. _____		5. _____		6. _____		7. _____		8. _____					
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96. _____		97. _____		98. _____		99. _____		100. _____					

89 6672 (Rev. 1/00)

## 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.

Policies or Sheriff-White Copy; County Welfare or Probation-BLUE Copy; District Attorney-GREEN Copy; Reporting Party-YELLOW Copy



## **UNIFORM COMPLAINT PROCEDURES**

### **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 the 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.

The 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>

## 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: \_\_\_\_\_

Issue(s) of the complaint: Please check all that apply:

1. Textbooks and instructional materials:

- A student lacks textbooks or instructional materials to use in class
- A student does not have access to instructional materials to use at home or after school to complete homework assignments.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

2. Teacher vacancy or misassignment:

- A semester begins and a certificated teacher is not assigned to teach the class.
- A teacher lacks credentials or training to teach English learners or is assigned to teach a class with more than 20% English learners in the class.
- A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facility conditions:

- A condition exists that poses an emergency or urgent threat to the health or safety of students or staff as defined in AR 1312.4.

Please describe the issue of your complaint in detail, including the date of the problem and specific location where the problem occurred (school, room number). You may attach additional pages if necessary to fully describe the situation.

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Please file this complaint with the person specified below at the following location:

George Tigner, Chief Administrative Officer

Center Joint Unified School District  
8408 Watt Avenue, Antelope, CA 95843

## **HATE CRIME**

As California's population becomes more diverse, it is important that school districts provide a safe 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, 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 66141.6, 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 an 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)

## **DISCRIMINATION/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.

## **SUSPENSION & EXPULSION**

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of the suspension or expulsion.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

# SUSPENSION FORM

## CENTER UNIFIED

### SUSPENSION NOTICE

Date \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Student \_\_\_\_\_ DOB \_\_\_\_\_ Parent \_\_\_\_\_

Address \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Teacher \_\_\_\_\_

Special Education: ☐ YES ☐ NO

SUSPENSION 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

☐20

Number 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, clove 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, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- ☐ (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.

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**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.

### EOC Message Form

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

**EMERGENCY**  
(Life Threatened)

Priority (Circle One)  
**URGENT**  
(Property Threatened)

**ROUTINE**  
(All Others)

<b>To:</b>	<b>From:</b>
Name: _____	Name: _____
Title: _____	Title: _____
Location: _____	Location: _____

Check One:      ☐ Take Action      ☐ For Information      ☐ Other

<u>Category</u>	<u>Number</u>	<u>Description</u>
A.	# _____	Fatalities
B.	# _____ Minor	Injuries Minor: In need of First Aid attention only
	# _____ Major	Major: Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.
	# _____ Moderate	Moderate: Burns, major multiple fractures, back injuries with or without spinal cord damage.
C.	# _____ of Injured	Injuries (Ambulance)
D.	Circle One:	Property Damages
	Major	Major damage: building collapse, building leaning, major ground movement causing large cracks in ground.
	Moderate	Moderate damage: Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).
	Minor	Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.
E.	____ Ambulance	Resources Needed
	____ PG & E	
	____ Other	Other: Describe

*Transmit data only, A - E above, in 30 - 45 seconds. After transmission, wait for EOC's request to elaborate.*

Additional Information: _____	
Disposition: _____	
Action Requested By (Name): _____	Time Action Provided: _____



## **SITE SPECIFIC ITEMS**

### **SPECIAL DUTIES**

Each member of the faculty shall take a student roster and emergency information with them when an outside drill is performed. Immediately upon arrival in the field (see map in classroom), the faculty member shall check the students to see that all are present. Teachers will report any missing students immediately to the Principal through the use of red side/green side folders found in their emergency backpacks, followed by radio communication.

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

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

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

The administrator shall have his/her radio before leaving the office.

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

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

The office staff should:

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

### **DUTIES OF CUSTODIAN AND HELPERS**

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

## **DUTIES OF PRINCIPAL**

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

## **DUTIES OF TEACHERS**

1. Keep informed about the Emergency Response Plan of the school, know the part they play as teachers, and accept their responsibilities under the plan.
2. Keep emergency information, class roll book/list and student emergency cards/information available at all times during an emergency.
3. Integrate recent and pertinent emergency preparedness data into regular learning instruction.
4. Include safety practices and emergency procedures as part of daily learning activities.
5. Learn survival techniques and be prepared to assume responsibility for student care under emergency conditions.
6. Know the whereabouts of their student at all times. They will use a roster checklist to account for all children.
7. Be aware of the characteristics of "panic" and know some of the techniques for its control.
8. Know where children are to go, and what they are to do depending on the nature of the emergency.
9. Make special provisions to assist handicapped students in evacuating the building. Teach students to use a chair carry if needed and to use it only under the direction of the teacher.

## **ALARM SIGNALS**

**Fire Alarm:** Pulsing of buzzer. (Fire alarm bell)

**All Clear:** Regular recess bell.

**Evacuation:** A Hi-Lo bell, followed by specific instructions from administrator.

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

**Earthquake:** Drop, Cover and Hold immediately – intercom directive.

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

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

**Intruder on Campus or Hostage Situation:** Use intercom or runners to relay message to/from office. Announce "Intruder on Campus" and state where followed by lockdown procedure.

**Nuclear Attack:** Drop, cover hold on as instructed on intercom.

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

## **DISCIPLINE PLAN**

# **Discipline Plan**

*Purpose of this packet:* This packet was prepared to assist new teachers at Oak Hill Elementary School to understand the underlying premise on which the plan is based and provide copies of forms used in the process. The index identifies each item in the packet and explains how it relates to the school plan as a whole.

### **ITEM:**

#### **1. DISCIPLINE- A Total School Program....**

The Center Unified School District adopted the following: (1) philosophy of discipline, (2) discipline procedures, (3) and the responsibilities of individuals involved. This is the document that is sent home to inform each parent at the beginning of the school year.

#### **2. Step 1, Step 2, Step 3.....**

The overview of the entire school plan begins with a verbal warning. The second step explains the responsibility of the classroom teacher. Most incidents will be dealt with at this level. However, if an emergency incident (Class I offense) were to occur, or if inappropriate behavior were to continue without effective control by the classroom discipline plan, Step 3 would logically follow. Step 3 is the BACK-UP system which should not be considered unless Step 2 is not effective. SEE ITEMS NOTED

#### **3. MASTER TEACHER TIPS....**

The Master Teacher handout titled: *FOUR NECESSITIES OF CLASSROOM RULES* is offered to assist in developing your own classroom rules.

#### **4. DISCIPLINE PROCEDURE....**

This document is the complete descriptions of policies and procedures concerning the School Plan. Item B is the first responsibility of the teacher before school begins. Item C is carried out by the teacher as school begins and as new students are enrolled. Item D is the BACK-UP system which should be used sparingly in cases of emergency (Class I offenses) or extreme situations after exhausting all possible options within the classroom.

#### **5. POSITIVE DISCIPLINE....**

This diagram is extracted from Fred Jones' booklet CMTTP (Classroom Management Training Program). The staff has been (or will be) in serviced in the use of this model. The model begins at the bottom of the ladder by building the relationship between the students and the teacher. There are two sides to discipline, the positive (+) and the negative (-), as indicated by the right and left side of the ladder. With each move from positive to negative there should be a "clinical intervention". This intervention, simply stated, means that the teacher privately speaks to the student, i.e.: "What's wrong? – What's going on? – I'm here to help you. – How can I help you?" Most situations will be handled at this level just under the bottom dotted line.

## 6. **OAK HILL ELEMENTARY SCHOOL CLASSROOM DISCIPLINE PLAN.....**

This form includes school wide rules and classroom rules that must be decided upon by the teacher and filled out prior to the opening of school. The principal needs a copy in the office.

## 7. **OAK HILL ELEMENTARY BEHAVIORIAL REFERRALS....**

These documents are meant to **INFORM**. There are two forms; therefore, choose the form which is appropriate to your needs. The Class I form is meant to *inform* the principal of a serious offense which could call for a suspension. This is why there is no space for a parent signature as this form is for the principal/vice principal's use only.

The Class II form is meant to *inform* parents, and/or other staff members of an offense that needs their attention. Teachers are encouraged to inform parents; however, there are times that teachers need to make a decision based on their own discretion as to whether or not to send the form home. If a form is being sent home, it is important that the teacher telephone the parent(s) to insure that the parent(s) is aware of the offense. Note the offenses:

### **CLASS I**

*Sent to the Principal/Vice Principal  
Possible suspension  
Form does NOT go home*

Fighting/Threatening  
Dangerous Object  
Other

### **CLASS II**

*Form sent home with student  
Parent called by teacher*

Verbal Intimidation  
Defiance of Authority  
Vandalism/Stealing  
Obscenity/Name Calling  
Class Disruption (playground, other)  
Sexual Harassment

Write student statements in their words (older students may write their own). This is a legal document; therefore, write the details objectively. Note that the Class II offense report form includes a box for Repeat Offenses. This is for your use to inform the necessary people that you have dealt with this student before, thus indicating a pattern.

When taking the student's statement, he/she admits to physically attacking or threatening the other student, even though no adult witnessed the offense, you may use a Class I Offense form. Their admittance of physical attack or threat is suspendable. Have the student sign the Offense I and II forms.

In the case that a student admits physically attacking or threatening another student within the past 14 days, and no adult witnessed the event, a referral can be activated to deal with the offense.

**SUSPENSION DIVERSION PROGRAM:** Class I offenses which indicate suspension is appropriate will be diverted **ONE TIME ONLY** to Conflict Mediation which is administered by the Green Beret's. Upon successfully completing conflict mediation, the Class I offense will serve as a warning. If that same student were to become involved in another conflict deserving suspension with the same or any other student, he/she will be suspended. If the other students is also at fault and has not been to Conflict Mediation, they both may go through the process resulting in one receiving a warning and the other being suspended. Conflict Mediation is available for all offenses, self-referred, staff-referred, or administrative referral, except for offenses involving weapons, drugs, alcohol, and/or tobacco. Any conflict that reveals that one of the students involved has threatened to harm another person, harm

themselves, or are being harmed by another person, requires adult supervision and/or may warrant terminating student conflict resolution in exchange for adult mediation.

**8. FORM: PARENT LETTER CONCERNING AFTER SCHOOL DETENTION**

As a part of your discipline plan you may choose to include as a “Small Back-Up System”, after school detention. The parents must be informed, and the form must be returned **PRIOR** to detaining a student at school.

**9. FORM: AFTER SCHOOL DETENTION...**

This form is for your use if you wish students to reflect on the reason(s) why they are serving an “After School Detention”.

**10. PLAYGROUND/CAFETERIA....**

Procedures for playground/cafeteria discipline are in the “Playground and Hallways” section. There are further cafeteria sanctions if needed; however, not included in this packet. A letter home can be sent by the principal/vice principal to inform the parent of the need to eat with their child during lunch as a result of negative behavior in the cafeteria.

**11. MEMO....**

This memo can be used by the yard duty staff to inform teachers of incidents that occur at recess or during lunch. In most cases the yard duty staff member will handle incidents without informing the teacher. However, there are times that the yard duty staff needs the teacher’s assistance in maintaining control on the playground. It is important that the teachers support the yard duty staff in order for them to have control. It is up to the teacher’s discretion as to how to handle the incident report via MEMO.

**12. CHRONIC BEHAVIOR REFERRAL....**

Students who do not respond to the classroom discipline plan, and who are chronic in exhibiting Class II offenses can be identified as having a “Chronic Behavior” problem and placed on the Discipline Chart. This form is meant to assist the teacher in identifying options to deal with the student, and to be used when meeting with the parent to review the options used at school. This document is signed by the parent, and a copy sent, along with the Discipline Chart, to the principal/vice principal. The principal/vice principal is then informed that this student is moving into the Back-Up System via Class II offenses.

**13. PARENTAL INTERVENTION....**

During the meeting in which the Chronic Behavior form is discussed and signed indicating what you as a teacher are willing to do to assist the student, this form can be used to help the parent focus on what they, as parents, are willing to do at home.

**14. DISCIPLINE CHART....**

This is a legal document which tracks Class I and II offenses and the responses of the Back-Up System to these offenses. Once a student is placed on this chart, they have moved into the Back-Up System, and if the offenses continue, there is no recourse but to move through the steps toward expulsion. The documentation must be in place to support each move. Fortunately, a student can move off the chart with continued positive behavior. The chart is destroyed each year.

**15. SUSPENSION NOTICE.....**

This is the legal document which accompanies an immediate suspension for Class I Offenses (See a-e, Class I offenses), or a suspension which occurs because the established intervention plan failed to deter the offenses, (see f-l, Class II).

**16. ACTION SUBJECT TO EXPLUSION....**

This is the legal document which is used to recommend expulsion. This is the final step of the Back-Up System which must be accompanied by extensive documentation. Examples of the necessary documentation forms are included in this packet.

A recommendation from the school is presented to the Administrative Panel who in turn makes recommendations to the Board of Education for expulsion. The parents of the student may elect to retain an attorney to defend their child. If the expulsion hearing is successful, the student may not attend any school in this district for the time determined.

**17. EDUCATION CODE SECTIONS PERTAINING TO SUSPENSION/EXPULSION....**

**EDUCATION CODE**

212.5 Sexual harassment

1981 Enrollment of students

17292.5 Program for expelled students

33032.5 Hate violence reduction

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48666 Community day schools

48900-48926 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

## **DISCIPLINE – A TOTAL SCHOOL PROGRAM**

### **DISCIPLINE IS...**

- ❖ Training that enables students to make appropriate choices in a climate of warmth and support.
- ❖ Clearly defined school rules and classroom limits with incremental incentives and consequences consistently carried out.
- ❖ Effective communication techniques that foster positive relationships.
- ❖ Specific reinforcement of desired behaviors.
- ❖ Self-management in a variety of environments.

### **OUR PHILOSOPHY...**

- ❖ Children can behave appropriately.
- ❖ All children have human dignity and worth.
- ❖ Persuasion is more powerful than fear.
- ❖ Influence is greater than control.
- ❖ A rational and knowledgeable approach is more productive.
- ❖ Behavior is maintained by its consequences.

### **OUR PROGRAM...**

- ❖ Emphasis on recognition of appropriate behaviors.
- ❖ Progression from extrinsic to intrinsic rewards; use less extrinsic rewards for intermediate students.
- ❖ Detail classroom management plans for all children.
- ❖ Student orientation.
- ❖ Written behavior agreements for children who repeatedly demonstrate inappropriate behavior.
- ❖ Emphasis on:
  - ✓ Conflict resolution training
  - ✓ Moral and ethical training
  - ✓ Responsibility training



OAK HILL ELEMENTARY  
**DISCIPLINE PROCEDURE**

I. General discipline – school/classroom

- A. The school behavior code shall be reviewed by the school staff and revised as needed to meet school/community/parent needs and expectations.
- B. A discipline plan for each classroom shall be developed by the teacher.
  1. A copy will be filed with the school principal
  2. A copy will be prominently displayed in the classroom at all times.
  3. Revised copies shall be provided whenever the plan is changed.
- C. Pupil orientation shall be provided by the classroom teacher and principal.
  1. All pupils enrolled at the beginning of the year shall be instructed regarding school and classroom behavioral expectations.
  2. New pupils enrolling throughout the school year shall be instructed regarding school and classroom behavioral expectations.
- D. A behavioral referral record will be maintained on the Discipline Chart for Prohibitive and Chronic Behavior Form by each teacher and the Principal/Vice Principal.
  1. Class I and II Behavior referrals shall be listed in chronological order on each individual's Discipline Chart.
  2. Each parent contact shall be documented.
- E. The Class I Prohibitive Behavior Referral is to be used when one or more pupils have engaged in physically attacking another person(s), threatening, or using dangerous objects, as noted in Ed. Code 48900, 'a' through 'e'.
  1. In the event that the student poses an immediate threat to himself or other students, the students will be escorted to the office with a completed Class I form to follow. In other cases, a completed Class I form will be submitted to the office, and the student will be called to the office at the earliest possible time. The student will be interviewed by the Principal. In the event of a fight, threat, or other offense between students, Conflict Resolution will be offered.
  2. Students receiving a Class I referral may go through Conflict Resolution, successfully resolving the conflict, one time during the year, without being suspended. However, in the event that the same student receives a second or third Class I, he/she will be suspended.
  3. A Discipline Chart will be developed and a phone call home explaining that Conflict Resolution had been used and that this is the one time reprieve from being suspended.
  4. If after a period of time (to be determined by the Principal) the student has maintained appropriate behavior, they can be moved back on the Discipline Chart
  5. The school reserves the right to suspend and/or expel on the first offense, within the guidelines of applicable Ed Codes. This determination will be made based upon the severity of the offense and/or the attitude of the student.

II. In-School Intervention Procedures

- A. Class II Prohibitive Behavior Referral is intended to be used on behaviors that are listed 'f' through 'm' under the Ed Code 489000 requiring intervention.
  1. This form is to be used to communicate with parents about the behavior. A parent must be called to inform them that the Class II is coming home with the student.
  2. If any other teacher fills out a form on another teacher's student, the homeroom teacher decides how to deal with the consequences.
  3. Consequences for Class II referrals are decided by the homeroom teacher in accordance with their discipline plan.
  4. The purpose of intervention is to attempt to turn the behavior around to more positive choices.

- B. A student may be identified as having chronic behavior problems when the existing classroom discipline plan does not seem to be effective.
1. The pupil's parent(s), teacher, and any other support staff shall meet to review the pupil's behavior record and determine a plan to address the problem.
  2. The following possible options for behavioral intervention shall be discussed with the parent(s) and pupil at the conference.
    - a. preferential seating
    - b. conference with student
    - c. telephone conference with parent
    - d. daily behavior chart
    - e. weekly behavior chart
    - f. recess detention
    - g. noon detention
    - h. after school detention
    - i. conference with parent
    - j. peer teacher
    - k. time alone to chat with student on a regular basis
    - m. time out
    - n. child study
    - o. parent spend day at school with child
  3. The Principal/Vice Principal will be informed using the Chronic Behavioral Referral form, signed by the parent, and will then be placed on step 1 of the Discipline Chart.
  4. If after a period of time (to be determined by the Principal/Vice Principal) the student has maintained appropriate behavior, they can be moved back on the Discipline Chart.
  5. The Principal/Vice Principal will be available for positive reinforcement for those children who are continually following the rules/or are exhibiting improved behavior.

#### **Recess Detention**

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior. When this happens the following conditions must be met:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the Principal of any recess restrictions they impose. This must be done in writing before the beginning of the recess detention.

(See Board Policy 5144(b); Administrative Regulation 5144(b))

## **BEHAVIORAL INTERVENTION PLAN**

### **Step 1**

A verbal warning will be given when inappropriate behavior occurs, i.e., running on the blacktop.

### **Step 2**

If inappropriate behavior continues, parent will be notified, and there will be an immediate assignment of an appropriate consequence. The classroom teacher is to be notified if inappropriate behavior occurs outside the classroom. A consequence within the classroom will follow if behavior continues. (i.e., continues to run after verbal warning). See Discipline Procedures section on In-School Interventions.

### **Step 3**

When all classroom intervention plans have been used and inappropriate behavior continues, a behavior file will be opened. (i.e., numerous acting out situations or noncompliance with class and/or school rules.) See Behavioral Referrals, Chronic Behavior Referral and Discipline Chart.

### **Modifications of Behavioral Intervention Plan:**

Students have the opportunity to modify their behavioral plan by demonstrating appropriate behavior.

Vice Principal will contact the teachers for information on current student behavior before modification of plan.

## **DISCIPLINE**

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education code 49001)

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property. (Education code 49001)

### **Recess Restriction**

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

## **School Dress Code**

Students, grades K-5 enrolled in the Oak Hill Elementary School, in the Center Unified School District, are to adhere to the following dress code:

1. Shoes are to be worn at all times. Flip-flops, sandals and shoes with metal plates are unsafe and are not to be worn at school
2. Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice or incite violence or the use of drugs or alcohol.
3. Head coverings are to be worn outside of the school building only. The brim of any head covering must face toward the front.
4. Short shorts and/or tight bicycle shorts are unacceptable. Mid-thigh length shorts, dresses and skirts are acceptable. Length should be 1 inch below fingertips when standing straight. Leggings can be worn as long as the shirt/top covers the buttocks.
5. Halter, tank and midriff tops, low back and/or front sundresses and/or loose arm holed blouses are unacceptable. Clothing should be such that no undergarments or private parts are visible.
6. Hair must not interfere with school activities. Unnatural or decorative hair colors are not allowed.
7. We feel that careless or overly informal dress may reflect a student's attitude toward learning. Clothing is a reflection of a student's personality and feeling of self worth. Parents will be called to provide appropriate clothing if and when the dress code is not adhered to as defined above. Clothing will need to be brought to the school the day of the infraction. We encourage the parent volunteers to adhere to this dress code.

*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

**Action Item**   X  

**Date:** April 13, 2011

**Information Item**       

**From:** Craig Deason, Assist. Supt.

**# Attached Pages**   6  

**Assist. Supt. Initials:**   CD  

**SUBJECT:** Contract with Mark Scott Construction, Inc., for  
Fire Repairs at Antelope View Charter School

The Facilities and Operations Department would like to enter into a contract with Mark Scott Construction, Inc., for fire repairs at AVCS due to the arson committed 1/30/2011.

The cost of the contract will be covered by Schools Insurance Authority through the course of our insurance claim.

**RECOMMENDATION:** That the Board of Trustees approve the contract with Mark Scott Construction, Inc., for fire repairs at AVCS.

**CONSENT AGENDA**

## Fire Repairs

CONTRACTOR'S NAME: **Mark Scott Construction, inc.**  
ADDRESS: 469 #C Lopes Road  
Fairfield, CA 94534  
PHONE: 707-864-8880  
FAX: 707-864-9005  
LIC #: B682814

DATE: 03/14/2011

OWNER'S NAME: SIP Center Middle School  
C/O Craig Deason  
32443 Center Court Lane  
Antelope, Ca 95843

ADDRESS: 32443 Center Court Lane Antelope, Ca 95843

PROJECT ADDRESS: 32443 Center Court Lane Antelope, CA 95843

### **I. PARTIES**

This contract (hereinafter referred to as "Agreement") is made and entered into on this 14th day of Mar, 2011 by and between **SIP Center Middle School** (hereinafter referred to as "Owner"); and **Mark Scott Construction, Inc.**, (hereinafter referred to as "Contractor"). In consideration of the mutual promises contained herein, Contractor agrees to perform the following work:

### **II. GENERAL SCOPE OF WORK DESCRIPTION**

Construction as per the Scope of repairs dated 03/11/2011, on a lump sum basis.

(Additional Scope of Work page(s) attached: \_\_\_Yes \_\_\_X\_\_\_No):

### **CONTRACTOR'S DUTIES**

Contractor acknowledges and accepts that the relationship in this Construction Agreement is contractual and Owner and Contractor are not partners or joint venturers. Contractor agrees to use good efforts, judgment, and skills to complete the work according to the Contract Documents referred to in this Agreement. Contractor agrees to furnish competent construction management and administration and to adequately supervise the work in progress. Contractor agrees to complete the work in a timely and workmanlike manner.

**LUMP SUM PRICE FOR ALL WORK ABOVE:** **\$61,514.36**

### **III. GENERAL CONDITIONS FOR THE AGREEMENT ABOVE**

#### **A. EXCLUSIONS**

##### **1. PROJECT SPECIFIC EXCLUSIONS:**

Liquidated Damages of any kind and actual living expenses if the project runs past the intended completion date are excluded. Mold, and/or any hazardous waste created or discovered before, during or after construction are excluded.

**2. STANDARD EXCLUSIONS:** Unless specifically included in the "General Scope of Work" section above, this Agreement does *not* include *labor or materials* for the following work: Plans, engineering fees, or governmental permits and fees of any kind. Testing, removal and disposal of any materials containing asbestos or mold (or any other hazardous material as defined by the EPA). Custom milling of any wood for use in project. Moving

Owner's property around the site. Labor or materials required to repair or replace any Owner-supplied materials. Repair of concealed underground utilities not located on prints or physically staked out by Owner which are damaged during construction. Surveying that may be required to establish accurate property boundaries for setback purposes (fences and old stakes may not be located on actual property lines). Final construction cleaning (Contractor will leave site in "broom swept" condition). Landscaping and irrigation work of any kind. Temporary power. Removal of soils under house in order to obtain 18 inches (or code-required height) of clear space between bottom of joists and soil. Removal of filled ground or rock or any other materials not removable by ordinary hand tools (unless heavy equipment is specified in Scope of Work section above), correction of existing out-of-plumb or out-of-level conditions in existing structure. Correction of concealed substandard framing. Rerouting/removal of vents, pipes, ducts, structural members, wiring or conduits, steel mesh which may be discovered in the removal of walls or the cutting of openings in walls. Removal and replacement of existing rot or insect infestation. Failure of surrounding part of existing structure, despite Contractor's good faith efforts to minimize damage, such as plaster or drywall cracking and popped nails in adjacent rooms or blockage of pipes or plumbing fixtures caused by loosened rust within pipes; construction of a continuously level foundation around structure (if lot is sloped more than 6 inches from front to back or side to side, Contractor will step the foundation in accordance with the slope of the lot). Exact matching of existing finishes. Public or private utility connection fees. Repair of damage to roadways, driveways, curbs or sidewalks that could occur when construction equipment and vehicles are being used in the normal course of construction. Any omissions from the plans and drawings.

Mark Scott construction, Inc. will not be responsible for identification, testing, or removal of any hazardous materials, including but not limited to existing or non-existing mold, fungus, mildew, or cellulose destroying organisms during the inspection, estimating, or repair of any dwelling before, during, or after work is performed.

### **3. EARTH MOVEMENT EXCLUSION:**

It is recommended that Owner confer with the Architect and Engineer as regards potential soils problems and earth movement. All issues or questions regarding potential or pre-existing earth movement or soils problems should be addressed with a soils engineer. Contractor is not an engineer and makes no recommendations as to past, present or future earth movement or soils problems at the Project. Contractor makes no recommendations as to the method of construction to address past or future problems associated with earth movement. Contractor is not responsible for any problems, defects, claims or damages that arise or occur as a result of earth movement of any kind or cause, including, but not limited to, surface or subsurface water flow. This limitation of liability or responsibility as to earth movement and soils problems extends and continues before, during and after completion of construction of the entire Project.

### **B. DATE OF WORK COMMENCEMENT AND SUBSTANTIAL COMPLETION**

Commence work: Upon signing of Contract. Construction time through substantial completion:

**Approximately 60 days**, not including delays and adjustments for delays caused by: inclement weather, additional time required for Change Order work, owner selection delays, material lead time, failure to meet payment schedule and other delays unavoidable or beyond the control of the Contractor. There will be no Liquidated Damages of any kind.

### **C. CHANGE ORDERS: CONCEALED CONDITIONS AND ADDITIONAL WORK**

#### **1. CONCEALED CONDITIONS:**

This Agreement is based solely on the observations Contractor was able to make with the structure in its current condition at the time this Agreement was bid. If additional concealed conditions are discovered once work has commenced which were *not* visible at the time this proposal was bid, Contractor will stop work and point out these unforeseen concealed conditions to Owner so that Owner and Contractor can execute a Change Order for Additional Work.

Supplemental work agreements with the insurance company may be performed if approved either verbally, or in writing, by an authorized representative of the insurance company, or if stated as an open item in the original estimate. Supplemental work agreements with the insurance company may be performed without notification, or written approval of the owner.

Upon authorization, Supplementals and Change Orders shall be incorporated as part of this Construction Agreement.

**2. DEVIATION FROM SCOPE OF WORK:** Any alteration or deviation from the Scope of Work referred to in this Agreement involving extra costs to Owner of materials or labor (including any overage on **ALLOWANCE** work and any changes in the Scope of Work required by governmental plan checkers or field building inspectors) will be executed upon a written Change Order issued by Contractor and should be signed by Contractor and Owner prior to the commencement of Additional Work by the Contractor. However, any verbal request and/ or commitments by the Owner pertaining to changes will be considered binding.

No work shall be performed by other contractors without the consent of the General Contractor at the site concurrent with the timing of the work in this contract. This is to establish a clear line of responsibility and liability for the condition of the work.

Change Orders will reflect the cost of Supervisory labor within the body of the change order.

Owner may request contractor to perform work on a Time and Material Basis. A change order will be written prior to this work with stipulated labor rates and contractors fee included in the change order.

**3. DEDUCTIVE CHANGE ORDERS:** Owner shall notify Contractor of any specific project related deductive change orders in writing within 30 days of execution of contract. Deductive change orders must be authorized by Contractor and Owner within the thirty days, and only if the said work has not yet been completed. Overhead and Profit shall not be included as part of the Deductive Change Order. No deductions will be issued without a Deductive Change Order being authorized by the Contractor.

#### **D. PAYMENT SCHEDULE AND PAYMENT TERMS**

##### **1. PAYMENT SCHEDULE:**

* First draw = to 25% of contract at completion of demolition	\$15,378.59
* Second draw = to 50% due at completion of drywall	\$30,757.18
* Third draw due upon substantial completion	\$ 9,227.15
* Final retention payment	\$ 6,151.44

**LIEN RELEASES:** Upon written request by Owner, the Contractor and Subcontractors will issue appropriate lien releases from subcontractors and suppliers who have properly filed 20-day Preliminary Notices, prior to receiving final payment from Owner.

**2. PAYMENT OF CHANGE ORDERS:** Payment for each Change Order is due upon completion of Change Order work and submittal of invoice by Contractor.

#### **E. WARRANTY**

Contractor provides a limited warranty on all Contractor and Subcontractor supplied labor and materials used in this project for a period of one year following substantial completion of all work.



No warranty is provided by Contractor on any materials furnished by the Owner for installation. No warranty is provided on any existing materials that are moved and/or reinstalled by the Contractor within the dwelling (including any warranty that existing/used materials will not be damaged during the removal and reinstallation process). One year after substantial completion of the project, the Owner's sole remedy (for materials and labor) on all materials that are covered by a manufacturer's warranty is strictly with the manufacturer, not with the Contractor.

Repair of the following items is specifically excluded from Contractor's warranty: Damages resulting from lack of Owner maintenance; damages resulting from Owner abuse or ordinary wear and tear; deviations that arise such as the minor cracking of concrete, stucco and plaster; minor stress fractures in drywall due to the curing of lumber; warping and deflection of wood; shrinking/cracking of grouts and caulking; fading of paints and finishes exposed to sunlight.

**THE EXPRESS WARRANTIES CONTAINED HEREIN ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTIES OF MERCHANTABILITY, HABITABILITY, OR FITNESS FOR A PARTICULAR USE OR PURPOSE. THIS LIMITED WARRANTY EXCLUDES CONSEQUENTIAL AND INCIDENTAL DAMAGES AND LIMITS THE DURATION OF IMPLIED WARRANTIES TO THE FULLEST EXTENT PERMISSIBLE UNDER STATE AND FEDERAL LAW.**

#### **F. WORK STOPPAGE, TERMINATION OF CONTRACT FOR DEFAULT, AND INTEREST**

Contractor shall have the right to stop all work on the project and keep the job idle if payments are not made to Contractor in accordance with the Payment Schedule in this Agreement, or if Owner repeatedly fails or refuses to furnish Contractor with access to the job site and/or product selections or information necessary for the advancement of Contractor's work. Simultaneous with stopping work on the project, the Contractor must give Owner notification of the nature of Owner's default and must also give the Owner a 14-day period in which to cure this default.

If work is stopped due to any of the above reasons (or for any other material breach of contract by Owner) for a period of 14 days, and the Owner has failed to take significant steps to cure his default, then Contractor may, without prejudicing any other remedies Contractor may have, give written notice of termination of the Agreement to Owner and demand payment for all completed work and materials ordered through the date of work stoppage, and any other cost sustained by Contractor, including Contractor's Profit and Overhead at the contract rate. Thereafter, Contractor is relieved from all other contractual duties, including all Punch List and warranty work.

#### **G. DISPUTE RESOLUTION AND ATTORNEY'S FEES**

Any controversy or claim arising out of or related to this Agreement shall be settled by binding arbitration utilizing the service of JAMS/Endispute in Walnut Creek, California. The arbitration shall be presided over by one arbitrator who shall be a retired Judge. The party initiating arbitration shall provide the noninitiating party notice of the arbitration and the names of five retired Judges working for JAMS/Endispute whom the initiating party deems acceptable. The noninitiating party shall, within 72 hours of receipt of the names of the proposed arbitrators, select one of the five arbitrators at JAMS/Endispute. If the noninitiating party fails to select one of the five proposed arbitrators within 72 hours, then the initiating party shall select one of the five arbitrators. The decision of the arbitrator shall be binding. Judgment upon the award may be entered in any court having jurisdiction thereof. The prevailing party in any arbitration or legal proceedings relating to this Agreement shall be entitled to payment of reasonable attorney's fees, costs and expenses inclusive of all of the expenses incurred with JAMS/Endispute. The initial fees and costs incurred with

JAMS/Endispute shall be paid equally by the parties. This provision is in addition and can be used concurrently with all other lien rights provided to Contractor under California law. Further, all lien remedies, to the extent necessary, shall be prosecuted through JAMS/Endispute in lieu and instead of the Superior or Municipal courts.

**NOTICE: BY INITIALING IN THE SPACE BELOW YOU ARE AGREEING TO HAVE ANY DISPUTE ARISING OUT OF THE MATTERS INCLUDED IN THE "ARBITRATION OF DISPUTES" PROVISION DECIDED BY NEUTRAL ARBITRATION AS PROVIDED BY CALIFORNIA LAW AND YOU ARE GIVING UP ANY RIGHTS YOU MIGHT POSSESS TO HAVE THE DISPUTE LITIGATED IN A COURT OR JURY TRIAL. BY INITIALING IN THE SPACE BELOW YOU ARE GIVING UP YOUR JUDICIAL RIGHTS TO DISCOVERY AND APPEAL, UNLESS THOSE RIGHTS ARE SPECIFICALLY INCLUDED IN THE "ARBITRATION OF DISPUTES" PROVISION. IF YOU REFUSE TO SUBMIT TO ARBITRATION AFTER AGREEING TO THIS PROVISION, YOU MAY BE COMPELLED TO ARBITRATE UNDER THE AUTHORITY OF THE CALIFORNIA CODE OF CIVIL PROCEDURE. YOUR AGREEMENT TO THE ARBITRATION PROVISION IS VOLUNTARY.**

**WE HAVE READ AND UNDERSTAND THE FOREGOING AND AGREE TO SUBMIT DISPUTES ARISING OUT OF THE MATTERS INCLUDED IN THE "ARBITRATION OF DISPUTES" PROVISION TO NEUTRAL ARBITRATION.**

**CONTRACTOR \_\_\_\_\_ OWNER \_\_\_\_\_**

**THE EXPRESS WARRANTIES CONTAINED HEREIN ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTIES OF MERCHANTABILITY, HABITABILITY, OR FITNESS FOR A PARTICULAR USE OR PURPOSE. THIS LIMITED WARRANTY EXCLUDES CONSEQUENTIAL AND INCIDENTAL DAMAGES AND LIMITS THE DURATION OF IMPLIED WARRANTIES TO THE FULLEST EXTENT PERMISSIBLE UNDER STATE AND FEDERAL LAW.**

**H. EXPIRATION OF THIS AGREEMENT**

This Agreement will expire 30 days after the date at the top of page one of this Agreement if not first accepted in writing by Owner.

**I. ENTIRE AGREEMENT**

This Agreement represents and contains the entire agreement between the parties. Prior discussions or verbal representations by the parties that are not contained in this Agreement are not a part of this Agreement.

**J. ADDITIONAL LEGAL NOTICES REQUIRED BY STATE OR FEDERAL LAW**

See page(s) attached: No

**K. INSURANCE**

1. Insurance. Contractor and owner shall maintain proper insurance at all times during the course of construction. Any and all legal exposure to Mark Scott Construction Inc, shall be limited to the limits of Mark Scott Construction Inc. General Liability Coverage. This shall include all conditions, definitions, descriptions of coverage, and exclusions within this policy.

I have read and understood, and I agree to, all the terms and conditions contained in the Agreement above, pages 1-6.

\_\_\_\_\_  
Date CONTRACTOR'S SIGNATURE

\_\_\_\_\_  
Date OWNER'S SIGNATURE

\_\_\_\_\_  
Date OWNER'S SIGNATURE

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** 4/13/11

**Action Item** X

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess *JB*  
Director of Fiscal Services

**# Attached Page**   

**SUBJECT:** Award of Contract for Mandated Cost Claims To  
Centration for Fiscal Year 2011/12

Jeanne Bess, Director of Fiscal Services requests approval in awarding a one year contract for filing mandated cost claims to Centration Management Advisors & Consultants. The cost of a one year contract has remained constant at \$10,000 for the past three years.

**RECOMMENDATION:** To award mandated cost claims contract to Centration as presented.

**CONSENT AGENDA**



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## **CONSULTING AGREEMENT FOR MANDATED COST SERVICES AND MANDATE MAKER™ USE**

This Contract is made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2011, by and between **Centration, Inc.**, ("Consultant"), and **Center Unified School District**, a school district under the laws of the State of California ("District").

### **RECITALS**

- A. District has the authority to contract for the preparation of said claims through a designated individual or entity.
- B. Consultant is duly qualified to provide the service of preparing said claims in consideration for the fees, expenses, and costs stipulated in this Contract.

Therefore, the parties to this Contract agree as follows:

### **I. CONSULTANT'S RESPONSIBILITIES**

- 1. Consultant shall provide district employees access to *Mandate Maker™* subject to the terms and conditions attached hereto as Appendix B which are incorporated herein by reference.
- 2. Consultant shall collect, document and process the information necessary for all Claims to be filed during the covered period.
- 3. Consultant shall provide District with a copy of claims prepared pursuant to this Contract. The copy shall be provided following the state imposed deadline for said claims.
- 4. Consultant shall implement a Claims monitoring and documentation process.
- 5. Consultant shall provide one staff training session on the mandated cost claims process each fiscal year.
- 6. Consultant will make a good faith effort to file claims in accordance with existing laws, regulations and applicable written guidelines but does not warrant the reimbursable nature of any particular Claim.

### **II. DISTRICT'S RESPONSIBILITIES**

- 1. District staff agrees to use *Mandate Maker™* and/or applicable logs to document activities on a contemporaneous basis.
- 2. District will provide Consultant with all the documents, records and information necessary to prepare claims in a timely manner.
- 3. District agrees to promptly pay Consultant for fees for services rendered according to the schedule in Section IX, Compensation, of this Contract. Payments are due and payable within 30 days after the invoice date.
- 4. District agrees to take that official action which is necessary under applicable federal and state constitutional provisions, state statutes and regulations, and any other applicable provisions, to perform its obligations under this Contract in a timely manner.

### **III. MODIFICATIONS**

This Contract may be modified only by a written amendment to this contract executed by both parties.

### **IV. TERMINATION OF CONTRACT**

This contract may be terminated by mutual written consent or by either party, provided that the terminating party gives thirty (30) days written notice to the other party. In the event of termination, District shall pay Consultant for all fees, expenses, and costs for work performed up to the date of termination at the rate of \$100 per hour. Consultant shall provide the District with all work products completed up to the date of termination.

### **V. ATTORNEY'S FEES AND COSTS**

In any litigation, arbitration or other proceeding by which one party either seeks to enforce its rights under this Agreement (whether in contract, tort, or both) or seeks a declaration of any rights or obligations under this Agreement, each party shall bear its own attorney fees, together with any Costs and expenses to resolve the dispute and to enforce the final judgment.

### **VI. SEVERABILITY**

If any provision of this Contract is held to be unenforceable, the remainder of this Contract shall be severable and not affected thereby.

### **VII. NOTICES**

All notices that are required to be given by one party to the other under this Contract shall be in writing and shall be deemed to have been given if delivered personally or enclosed in a properly addressed envelope and deposited with a United States Post Office for delivery by registered or certified mail addressed to the parties at the following addresses, unless such addresses are changed by notice, in writing, to the other party.

**Consultant**  
**Centration, Inc.**  
**8570 Utica Avenue, Suite 100**  
**Rancho Cucamonga, CA 91730**

**District**  
**Center Unified School District**  
**8408 Watt Avenue**  
**Antelope, CA 95843**

## VIII. ADDITIONAL PROVISIONS

This Contract supersedes all other proposals, oral and written, and all negotiations, conversations or discussions between the parties related to the subject matter of this Contract.

## IX. TERM OF AGREEMENT/COMPENSATION



### **1-Year Contract**

The contract is a fixed rate contract in the amount of **\$10,000.00** for the period beginning July 1, 2011, and ending June 30, 2012 for all annual claims, amended claims and new program claims which become due during the term of this contract.



### **3-Year Contract**

The contract is a fixed rate contract in the amount of **\$9,500.00 per year** for the period beginning July 1, 2011, and ending June 30, 2014 for all annual claims, amended claims and new program claims which become due during the term of this contract.

This Contract, which includes the "Proposal for Contract for Services", set forth as Appendix A constitutes the entire agreement between the parties. This Contract supersedes all other proposals, oral and written, and all negotiations, conversations or discussions between the parties related to the subject matter of this Contract. The contract includes all fees and expenses for travel and will be billed based upon the district's choice of the following options:

### **I. Invoice Schedule:**

#### **1-Year Invoice Schedule**



Monthly invoices commencing July 1, 2011 through June 1, 2012 in the amount of \$833.33



Quarterly invoices commencing July 1, 2011, and the beginning of each quarter thereafter (i.e., October 1, 2011, January 1, 2012, and April 1, 2012) in the amount of \$2,500.00



Semi-annual invoices commencing July 1, 2011 and January 1, 2012 in the amount of \$5,000.00

#### **3-Year Invoice Schedule**



Monthly invoices commencing July 1, 2011 through June 1, 2014 in the amount of \$791.67



Quarterly invoices commencing July 1, 2011, and the beginning of each quarter thereafter (i.e., October 1, January 1, and April 1, through June, 2014) in the amount of \$2,375.00



Semi-annual invoices commencing July 1, 2011 and January 1, 2012 through June, 2014 in the amount of \$4,750.00

\_\_\_\_\_ Initial for 1-year selection

\_\_\_\_\_ Initial for 3-year selection

**IN WITNESS WHEREOF**, the parties hereto have caused this Agreement to be duly executed effective the date and year first written above.

**Executed at** \_\_\_\_\_, California, on the day and year set forth above.

\_\_\_\_\_  
**Beth Hunter,**  
**President**  
**Centration, Inc.**

\_\_\_\_\_  
**Name** \_\_\_\_\_  
**Title** \_\_\_\_\_  
**Center Unified School District**

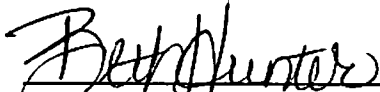
## **APPENDIX A**

### **PROPOSAL FOR CONTRACT FOR SERVICES**

This proposal for the **Center Unified School District** is to provide the services set forth under Paragraph I of the Contract for Services relating to the preparation of Claims for reimbursement pursuant to California Government Code Section 17550 et seq. This proposal is a fixed rate contract which, includes all fees and expenses for travel and is based on the Invoice Schedule set forth in Section IX, Compensation, in the amounts of either (A) **\$10,000.00 for a 1-year term** for the period beginning July 1, 2011, and ending June 30, 2012, for all annual claims, amended claims and new program claims which become due during the term of this contract; or (B) **\$9,500.00 per year for a 3-year term** for the period beginning July 1, 2011, and ending June 30, 2014, for all annual claims, amended claims and new program claims which become due during the term of this contract.

This Proposal is **valid until May 31, 2011** unless extended in writing by Consultant.

March 8, 2011

 \_\_\_\_\_, President  
**Beth Hunter**

**Centration, Inc.  
8570 Utica Avenue, Suite 100  
Rancho Cucamonga, CA 91730**



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## **Appendix B**

### **Mandate Maker™ General Terms and Conditions of Use**

The following General Terms and Conditions govern the use of Centration's ("Service Provider") Mandate Maker™ ("Online Service") and the tools, reports, and other means or methods to log, capture, record, display, report, print, or arrange the data in whole or part for the ultimate purpose of seeking reimbursement from the State for mandated cost claims available therein collectively referred to as ("Materials"):

#### **1. LICENSE; RESTRICTIONS ON USE**

District ("Subscriber") is granted a nonexclusive, nontransferable, limited license to access and use for contemporaneously logging and/or completion in whole or part mandated reimbursable activities. This license includes:

(a) The right to electronically log or record on the Online Service Subscriber's workstation all data required to support claim(s) for reimbursement under the state of California's mandate reimbursement process;

1.2 Except as specifically provided in Sections 1.1 and 1.2, Subscriber is prohibited from downloading, storing, reproducing, transmitting, displaying, copying, distributing, or using in any unauthorized way or manner Materials contained in the Online Service. Subscriber may not create derivative products from the Materials without written permission from Service Provider. Subscriber may not share, sell, grant, or give access or the password for access to the Online Service or Materials to any other person or entity for any reason. Subscriber shall not use the Online Service to provide the Materials or printouts of the Materials to any person or entity other than employees within Subscriber's organization.

1.3 All right, title, and interest (including all patents, copyrights and other intellectual property rights) in the Online Service and Materials (in both print and machine-readable forms) belong to Service Provider. Subscriber acquires no proprietary interest in the Online Service, Materials, or copies thereof.

1.4 Except as specifically provided herein, Subscriber may not use the Online Service or Materials retrieved from the Online Service in any fashion that infringes upon the patents, copyrights or proprietary interests therein.

1.5 Subscriber may not remove or obscure the copyright, patent pending, or other notices contained in Materials retrieved from the Online Service.

1.6 Other provisions that govern Subscriber's use of the Online Service and Materials are set forth in the General Terms and Conditions, electronically displayed notice of changes, website notices, online descriptions of files, and individual documents retrieved from the Online Service (collectively, the "Additional Terms"), all of which are incorporated by reference into this agreement.

#### **2. ACCESS TO SERVICES**

2.1 Subject to the terms of paragraph 1.3, only employees authorized by the subscribing District may access and use the Online Service.

2.2 Subscriber's account number(s) may be restricted from accessing certain Materials otherwise available in the Online Service.

2.3 Materials and features, not required for mandate reimbursement, may be added to or withdrawn from the Online Service and the Online Service otherwise may be changed by Service Provider without notice.

### 3. LIMITED WARRANTY

3.1 The Service Provider represents and warrants that it has the right and authority to make the Online Service and Materials available pursuant to these General Terms and Conditions.

3.2 Except as otherwise provided in section 3.1, the online service and materials are provided on an "as is", "as available" basis. Service Provider obtains information for inclusion in its databases from sources which it considers reliable, but Service Provider shall not be liable for any inaccuracies in its databases, whether caused by negligence or otherwise and expressly disclaim all warranties, including the warranties of merchantability, performance, fitness for a particular purpose, accuracy, omissions, completeness, and delays.

3.3 Service Provider does not make any warranty that access to its database will be secure, complete, or error free. Nor does Service Provider make any warranty as to the life of any URL. Subscriber acknowledges that provisions of the database entail the likelihood of some human and machine errors, delays, interruptions and losses, including the inadvertent loss of data or damage to components.

### 4. LIMITATION OF LIABILITY

4.1 Service Provider and any officer, director, employee, subcontractor, agent, successor, or assignee or its affiliates shall not be liable for any loss, injury, claim, liability, or damage of any kind resulting in any way from (a) any errors in or omissions from the online service or any materials or services available or not included therein, (b) the unavailability or interruption of the online service or any features thereof or any materials, (c) subscriber's use of the online service or materials (regardless of whether subscriber received any assistance from Service Provider in using the online service), (d) subscriber's use of any equipment in connection with the online service, (e) any decision made or action taken by subscriber in reliance upon data, (f) the content of materials, or (g) any delay or failure in performance beyond the reasonable control of Service Provider.

4.2 The aggregate liability in connection with any other claim arising out of or relating to the online service or materials whether in contract, tort or otherwise, shall be limited to an amount equivalent to the fee paid by subscriber for access to Service Provider's Mandate Maker™ during the twelve months preceding the date such cause of action is alleged to have arisen. Service Provider shall not in any circumstances be liable to subscriber, whether in contract, tort or otherwise, for any special, indirect, incidental, or consequential damages of any kind whatsoever whether Service Provider is made aware (including, without limitation, attorneys' fees) in any way due to, resulting from, or arising in connection with the online service, materials, regardless of any negligence. Subscriber's right to monetary damages listed above in that amount shall be in lieu of all other remedies that subscriber may have.

### 5. TERMINATION OF AGREEMENT AND WAIVER

5.1 Unless stated otherwise in a particular provision, Service Provider may suspend or discontinue the online service to subscriber and pursue any other legal or equitable remedy available for failure to comply with any of subscriber's obligations hereunder. Subscriber may terminate this

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agreement immediately upon giving written notice of termination only if service provider commits a material breach of this agreement. Failure of any party to enforce any provision of this agreement will not constitute or be construed as a waiver of such provision or of the right to enforce such provision.

## **6. MISCELLANEOUS**

6.1 Subscriber may not assign its rights or delegate its duties under the subscription to access the online service without the prior written consent of Service Provider.

6.2 The individuals executing this agreement represent and warrant that they have the legal capacity and authority to execute and contractually bind their respective legal entities.

6.3 The validity of this agreement and each of its terms and provisions, as well as the rights and duties of the parties under this agreement, shall be construed pursuant to and in accordance with the law of the State of California.

6.4 This agreement supersedes any and all other agreements, whether oral or in writing, between the parties with respect to the subject of this agreement. This agreement contains all of the covenants and agreements between the parties with respect to the subject of this agreement, and each party acknowledges that no representations, inducements, promises, or agreements have been made by or on behalf of any party except for the covenants and agreements embodied in this agreement. No agreement, statement, or promise not contained in this agreement shall be valid or binding on the parties with respect to the subject of this agreement.

6.5 If any term of this agreement is held by a court of competent jurisdiction to be void or unenforceable, the remainder of this agreement shall remain in full force and effect and shall not be affected.

6.6 The headings contained in this contract are inserted for convenience only and do not constitute a part of this contract.

**End of document**

# Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** 04/01/11

**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 March 2011

**RECOMMENDATION:** That the CUSD Board of Trustees approve the District Payroll Orders for July through March 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	\$ 2,465,513.21			\$ 2,465,513.21	653
MARCH	\$ 2,474,596.43			\$ 2,474,596.43	650
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	
SPECIAL				\$ -	
	<b>\$ 20,744,624.01</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 20,744,624.01</b>	<b>5277</b>

# Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** March, 2011

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess

**# Attached Pages** 63

**SUBJECT: Supplemental Agenda – Commercial Warrant Registers**

March 3,2011,\$367,450.75 , March 10, 2011, \$200,490.82

March 17, 2011, \$155,324.70, March 23,2011, \$371,146.65

March 31, 2011, \$143,545.63

**The commercial warrant payments to vendors totals**  
**\$ 1,237,958.55**

**RECOMMENDATION:** That the CUSD Board of Trustees approve the Supplemental Agenda – Vendor Warrants as presented

**CONSENT AGENDA**

**XV-18**

81 CENTER UNIFIED SCHOOL DIST.  
03-03-2010

ACCOUNTS PAYABLE PRELIST

J10954 APY500 H.02.05 03/03/11 PAGE 0

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Batch status: A All

From batch: 0047

To batch: 0048

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
03-03-2010

ACCOUNTS PAYABLE PRELIST  
BATCH: 0047 03-03-11  
FUND : 01 GENERAL FUND

J10954 APY500 H.02.05 03/03/11 PAGE 1  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011802/00	A-Z BUS SALES INC.							
367 PO-110305	03/01/2011	DI85473		1 01-7230-0-4300-112-0000-3600-007-000 NN P			149.05	149.05
TOTAL PAYMENT AMOUNT							149.05 *	149.05
010450/00	ACADEMIC THERAPY PUBLICATIONS							
1628 PO-111337	03/01/2011	154103		1 01-5640-0-4300-601-9728-3150-017-000 N F			83.13	83.13
TOTAL PAYMENT AMOUNT							83.13 *	83.13
010669/00	ALHAMBRA & SIERRA SPRINGS							
5 PO-110011	03/02/2011	27053384782453		1 01-8150-0-4300-106-0000-8110-007-000 NN P			82.00	82.00
266 PO-110239	03/02/2011	27045104780794		1 01-0000-0-4300-103-0000-7200-003-000 NN P			44.53	44.53
370 PO-110307	03/02/2011	27047404781257		1 01-7230-0-4300-112-0000-3600-007-000 NN P			54.52	54.52
421 PO-110368	03/02/2011	27050334781839		1 01-0000-0-4300-475-3200-2700-015-000 NN P			38.54	38.54
TOTAL PAYMENT AMOUNT							219.59 *	219.59
014733/00	ALL WEST COACHLINES INC.							
1683 PO-111376	03/01/2011	36032		1 01-0000-0-5810-371-1110-1050-012-000 NN F			2,637.63	2,637.63
1692 PO-111383	03/01/2011	36082		1 01-0000-0-5810-371-1110-1050-012-000 NN F			2,908.65	2,908.65
TOTAL PAYMENT AMOUNT							5,546.28 *	5,546.28
017594/00	ARAKELIAN, KRISTINE							
1665 PO-111365	03/01/2011	REIMB		1 01-6250-0-5200-601-0000-3110-017-238 NN F			296.34	296.34
TOTAL PAYMENT AMOUNT							296.34 *	296.34
018533/00	ATKINSON ANDELSON LOYA RUUD		953378600					
683 PO-110574	03/01/2011	375494		1 01-0000-0-5804-105-0000-7200-005-000 NE P			12,377.24	12,377.24
TOTAL PAYMENT AMOUNT							12,377.24 *	12,377.24
021669/00	BAIONI, RON							
1653 PO-111358	03/01/2011	REIMB		1 01-0000-0-5901-371-0000-2700-012-000 NN F			11.29	11.29
TOTAL PAYMENT AMOUNT							11.29 *	11.29



81 CENTER UNIFIED SCHOOL DIST.  
03-03-2010

ACCOUNTS PAYABLE PRELIST  
BATCH: 0047 03-03-11  
FUND : 01 GENERAL FUND

J10954 APY500 H.02.05 03/03/11 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011746/00	CALDEIRA UNIFIED INC - JOSTENS						
1700 PO-111390	03/02/2011	2214	1 01-0000-0-4300-472-0000-2700-014-000 NN F			652.50	652.50
			TOTAL PAYMENT AMOUNT	652.50 *			652.50
020305/00	CDW GOVERNMENT INC.						
1566 PO-111293	03/01/2011	WKC6399	1 01-7220-0-4300-472-1110-1000-014-000 NN F			830.85	830.85
			TOTAL PAYMENT AMOUNT	830.85 *			830.85
020127/00	CENTRATION INC.						
792 PO-110665	03/01/2011	0007309-IN	1 01-0000-0-5800-105-0000-7200-005-000 NN P			2,500.00	2,500.00
			TOTAL PAYMENT AMOUNT	2,500.00 *			2,500.00
019920/00	CHERRY ISLAND GOLF COURSE						
1655 PO-111385	03/02/2011	327601	1 01-0000-0-5800-472-1801-1000-014-000 NN F			500.00	500.00
			TOTAL PAYMENT AMOUNT	500.00 *			500.00
015699/00	CLARK SECURITY PRODUCTS						
20 PO-110026	03/01/2011	SA3567701	1 01-8150-0-4300-106-0000-8110-007-000 NN P			47.34	47.34
20 PO-110026	03/01/2011	SA03508601	1 01-8150-0-4300-106-0000-8110-007-000 NN P			199.00	199.00
20 PO-110026	03/01/2011	SA03471901	1 01-8150-0-4300-106-0000-8110-007-000 NN P			188.42	188.42
20 PO-110026	03/01/2011	SA03356201,SA03358001	1 01-8150-0-4300-106-0000-8110-007-000 NN P			1.82	1.82
			TOTAL PAYMENT AMOUNT	436.58 *			436.58
016320/00	COLLIER, ALYSON						
1679 PO-111373	03/01/2011	reimb	1 01-5635-0-4300-601-1220-1000-017-000 NN F			1,334.55	1,334.55
			TOTAL PAYMENT AMOUNT	1,334.55 *			1,334.55
016069/00	CORRALEJO, BONNIE						
1660 PO-111362	03/01/2011	REIMB	1 01-0000-0-5210-110-0000-7200-004-000 NN F			10.20	10.20
1681 PO-111374	03/01/2011	10-129,10-122	1 01-7230-0-5800-112-0000-3600-007-000 NN P			17.59	17.59
			TOTAL PAYMENT AMOUNT	27.79 *			27.79

81 CENTER UNIFIED SCHOOL DIST.  
03-03-2010

ACCOUNTS PAYABLE PRELIST  
BATCH: 0047 03-03-11  
FUND : 01 GENERAL FUND

J10954 APY500 H.02.05 03/03/11 PAGE 3  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015735/00	COUNTY OF SACRAMENTO						
23 PO-110029	03/01/2011	15349	1 01-0000-0-5800-106-0000-8110-007-000 NN P			25.00	25.00
TOTAL PAYMENT AMOUNT						25.00 *	25.00
018951/00	DELL						
1483 PO-111224	03/01/2011	XF6TCPWR8	1 01-3010-0-4400-240-1110-1000-011-000 NN F			36,709.24	36,205.27
TOTAL PAYMENT AMOUNT						36,205.27 *	36,205.27
010336/00	ECOTECH PEST MANAGEMENT INC	273189708					
757 PO-110632	03/01/2011	160	1 01-0000-0-5500-106-0000-8110-007-000 NN P			787.00	787.00
TOTAL PAYMENT AMOUNT						787.00 *	787.00
015512/00	EMPLOYMENT DEVELOPMENT DEPT.						
1686 PO-111379	03/01/2011	942-1902-9	1 01-0000-0-9557-000-0000-0000-000-000 NN F			4,379.01	4,379.01
TOTAL PAYMENT AMOUNT						4,379.01 *	4,379.01
019262/00	ENTERPRISE RENT A CAR						
1684 PO-111377	03/01/2011	D845191	1 01-0000-0-5810-472-1110-4000-014-915 NN F			183.32	183.32
1685 PO-111378	03/01/2011	D845249	1 01-0000-0-5810-472-1110-4000-014-915 NN P			222.03	222.03
1685 PO-111378	03/01/2011	D845250	1 01-0000-0-5810-472-1110-4000-014-915 NN F			222.03	222.03
TOTAL PAYMENT AMOUNT						627.38 *	627.38
011132/00	FEDEX						
125 PO-110117	03/01/2011	1119-5563-8	1 01-8150-0-5901-106-0000-8110-007-000 NN P			21.26	21.26
TOTAL PAYMENT AMOUNT						21.26 *	21.26
014044/00	HAGEDORN, ROGER						
38 PO-110040	03/02/2011	february	1 01-0000-0-5210-106-0000-8300-007-000 N P			13.26	13.26
TOTAL PAYMENT AMOUNT						13.26 *	13.26

81 CENTER UNIFIED SCHOOL DIST.  
03-03-2010

ACCOUNTS PAYABLE PRELIST  
BATCH: 0047 03-03-11  
FUND : 01 GENERAL FUND

J10954 APY500 H.02.05 03/03/11 PAGE 4  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010830/00	HOLT OF CALIFORNIA						
1675 PO-111370	03/01/2011	SW50193725	1 01-8150-0-5600-106-0000-8110-007-000 NN F			295.16	295.16
1689 PO-111382	03/01/2011	PS040089399	1 01-8150-0-4300-106-0000-8110-007-000 NN F			198.79	198.79
1703 PO-111393	03/02/2011	PS040089288	1 01-7230-0-4300-112-0000-3600-007-000 NN P			99.40	99.40
TOTAL PAYMENT AMOUNT			593.35 *				593.35
017726/00	LOS ANGELES FREIGHTLINER						
372 PO-110309	03/01/2011	BN16767,BN16891	1 01-7230-0-4300-112-0000-3600-007-000 NN P			129.97	129.97
TOTAL PAYMENT AMOUNT			129.97 *				129.97
022230/00	MANAGED HEALTH NETWORK	953817988					
89 PO-110087	03/01/2011	3200024618	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
020461/00	MITCHELL, CYNDY						
1637 PO-111343	03/01/2011	10-132	1 01-7230-0-5800-112-0000-3600-007-000 NN P			13.16	13.16
1637 PO-111343	03/02/2011	10-122	1 01-7230-0-5800-112-0000-3600-007-000 NN P			11.94	11.94
TOTAL PAYMENT AMOUNT			25.10 *				25.10
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1320 PO-111112	03/01/2011	B101210964V1	1 01-5635-0-4300-601-1220-1000-017-000 NN F			136.16	130.07
1591 PO-111311	03/01/2011	551941581001	1 01-6250-0-4300-601-0000-3110-017-000 NN F			4.26	4.26
1610 PO-111323	03/01/2011	552322647001	1 01-0000-0-4300-238-1110-1000-010-000 NN P			274.07	274.07
1610 PO-111323	03/01/2011	552462681001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			3.76	1.85
1639 PO-111345	03/01/2011	552499629001	1 01-0000-0-4300-105-0000-7200-005-000 NN F			97.33	97.33
TOTAL PAYMENT AMOUNT			507.58 *				507.58
020169/00	PITZNER, JOSEPH						
63 PO-110063	03/02/2011	february	1 01-0000-0-5210-106-0000-8300-007-000 NN P			22.44	22.44
TOTAL PAYMENT AMOUNT			22.44 *				22.44

81 CENTER UNIFIED SCHOOL DIST.  
03-03-2010

ACCOUNTS PAYABLE PRELIST  
BATCH: 0047 03-03-11  
FUND : 01 GENERAL FUND

J10954 APY500 H.02.05 03/03/11 PAGE 5  
<< 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				
-----							
014069/00	PLATT ELECTRIC SUPPLY						
64 PO-110064	03/01/2011	9116660	1 01-8150-0-4300-106-0000-8110-007-000 NN P			22.77	22.77
64 PO-110064	03/01/2011	9115223	1 01-8150-0-4300-106-0000-8110-007-000 NN P			23.29	23.29
64 PO-110064	03/01/2011	9116614	1 01-8150-0-4300-106-0000-8110-007-000 NN P			194.64	194.64
64 PO-110064	03/01/2011	9069463	1 01-8150-0-4300-106-0000-8110-007-000 NN P			18.62	18.62
TOTAL PAYMENT AMOUNT			259.32 *				259.32
019174/00	RADIO ACCESSORY HEADQUARTERS						
1567 PO-111294	03/01/2011	10-36455	1 01-0000-0-4300-472-9632-2700-014-000 NN F			107.00	107.00
TOTAL PAYMENT AMOUNT			107.00 *				107.00
010552/00	SAC VAL JANITORIAL						
118 PO-110110	03/01/2011	01929558	1 01-0000-0-4300-111-0000-8200-007-000 NN P			108.75	108.75
118 PO-110110	03/01/2011	01929372	1 01-0000-0-4300-111-0000-8200-007-000 NN P			16.32	16.32
1546 PO-111273	03/01/2011	01929296,01929895	1 01-0000-0-9320-000-0000-0000-000-000 NN P			37.59	37.59
TOTAL PAYMENT AMOUNT			162.66 *				162.66
010315/00	SACRAMENTO COUNTY OFFICE OF ED						
1663 PO-111372	03/01/2011	111220	1 01-3010-0-5800-240-1110-1000-011-000 NN F			440.00	440.00
TOTAL PAYMENT AMOUNT			440.00 *				440.00
010041/00	SAN JUAN UNIFIED SCHOOL DIST						
1702 PO-111392	03/02/2011	TRAP CLEAN	1 01-7230-0-5800-112-0000-3600-007-000 NN F			125.00	125.00
TOTAL PAYMENT AMOUNT			125.00 *				125.00
010373/00	SCHOOLS INSURANCE AUTHORITY						
823 PO-110690	03/01/2011	2011UST-KAM.017	1 01-7230-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
1585 PO-111303	03/01/2011	WC2011-34	1 01-0000-0-9558-000-0000-0000-000-000 NN F			252,412.00	252,412.00
TOTAL PAYMENT AMOUNT			252,562.00 *				252,562.00
013910/00	SHIELDS HARPER & CO.						
1682 PO-111375	03/01/2011	509432	1 01-7230-0-4300-112-0000-3600-007-000 NN F			102.42	102.42
TOTAL PAYMENT AMOUNT			102.42 *				102.42

81 CENTER UNIFIED SCHOOL DIST.  
03-03-2010

ACCOUNTS PAYABLE PRELIST  
BATCH: 0047 03-03-11  
FUND : 01 GENERAL FUND

J10954 APY500 H.02.05 03/03/11 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				
017106/00	SIA/VISION SERVICE PLAN						
PV-111068	03/01/2011	MARCH	01-0000-0-9552-000-0000-0000-0000 NN			5,240.58	
		TOTAL PAYMENT AMOUNT	5,240.58 *				5,240.58
019807/00	SMALL, DIONNE						
1664 PO-111364	03/01/2011	REIMB	1 01-5635-0-5800-601-1220-1000-017-000 NN F			252.96	252.96
		TOTAL PAYMENT AMOUNT	252.96 *				252.96
018370/00	STANLEY CONVERGENT SECURITY						
83 PO-110083	03/01/2011	8058896	1 01-0000-0-5800-106-0000-8110-007-000 NN P			135.48	135.48
		TOTAL PAYMENT AMOUNT	135.48 *				135.48
021813/00	SUREWEST						
85 PO-110085	03/01/2011	604800-0001	1 01-0000-0-5902-106-0000-8110-007-000 NN P			1,148.42	1,148.42
		TOTAL PAYMENT AMOUNT	1,148.42 *				1,148.42
017253/00	TERKENSHA ASSOCIATES NORTH	942638325					
1691 PO-111386	03/02/2011	CONSULT	1 01-6250-0-5800-601-0000-3110-017-000 NN F			810.00	810.00
1691 PO-111386	03/02/2011	TRAINING	2 01-6250-0-5800-601-0000-3110-017-238 NN F			810.00	810.00
		TOTAL PAYMENT AMOUNT	1,620.00 *				1,620.00
019842/00	WFCB-OSH COMMERCIAL SERVICES	954214111					
58 PO-110058	03/02/2011	5780-9700-1009-9025	1 01-8150-0-4300-106-0000-8110-007-000 NN P			260.65	260.65
		TOTAL PAYMENT AMOUNT	260.65 *				260.65
022348/00	WILSON, SHERRY						
388 PO-110326	03/01/2011	10-129,10-122	1 01-7230-0-5800-112-0000-3600-007-000 NN P			22.59	22.59
		TOTAL PAYMENT AMOUNT	22.59 *				22.59
		TOTAL FUND	PAYMENT	331,914.04 **			331,914.04

J10954 APY500 H.02.05 03/03/11 PAGE 7  
 << Open >>

8

81 CENTER UNIFIED SCHOOL DIST.  
03-03-2010

ACCOUNTS PAYABLE PRELIST  
BATCH: 0047 03-03-11  
FUND : 13 CAFETERIA FUND

J10954 APY500 H.02.05 03/03/11 PAGE 8  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT GOAL FUNC	RES DEP T9MP		
010706/00	BURKE ENGINEERING CO						
1677 PO-111371	03/01/2011	S3126455.1	1	13-5310-0-5600-108-0000-3700-007-000	NN F	70.47	70.47
TOTAL PAYMENT AMOUNT						70.47 *	70.47
021080/00	ED JONES FOOD SERVICE INC	942828211					
139 PO-110128	03/01/2011	FEBRUARY	1	13-5310-0-4700-108-0000-3700-007-000	NN F	8,452.87	8,452.87
139 PO-110128	03/01/2011	FEBRUARY	2	13-5310-0-4700-108-0000-3700-007-000	NN P	18,157.33	18,157.33
TOTAL PAYMENT AMOUNT						26,610.20 *	26,610.20
016279/00	P&R PAPER SUPPLY						
1645 PO-111353	03/01/2011	N03617-00	1	13-5310-0-4300-108-0000-3700-007-000	NN P	935.79	935.79
1645 PO-111353	03/02/2011	N03617-01	1	13-5310-0-4300-108-0000-3700-007-000	NN P	521.46	521.46
TOTAL PAYMENT AMOUNT						1,457.25 *	1,457.25
021139/00	PACIFIC COAST BREAKER LLC						
1695 PO-111387	03/02/2011	43020	1	13-5310-0-4300-108-0000-3700-007-000	NN P	28.28	28.28
TOTAL PAYMENT AMOUNT						28.28 *	28.28
015276/00	PREMIER FOOD SAFETY						
1659 PO-111361	03/01/2011	R.ROBERTS 1102170029	1	13-5310-0-5200-108-0000-3700-007-000	NN P	129.00	129.00
1659 PO-111361	03/01/2011	Y.LEWIS 1102170030	1	13-5310-0-5200-108-0000-3700-007-000	NN F	129.00	129.00
TOTAL PAYMENT AMOUNT						258.00 *	258.00
021217/00	UNITED REFRIGERATION INC						
1400 PO-111167	03/01/2011	29902281-00	1	13-5310-0-5600-108-0000-3700-007-000	NN P	50.58	50.58
TOTAL PAYMENT AMOUNT						50.58 *	50.58
TOTAL FUND PAYMENT						28,474.78 **	28,474.78

81 CENTER UNIFIED SCHOOL DIST.  
03-03-2010

ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 0-batch  
FUND : 01 GENERAL FUND

J10954 APY500 H.02.05 03/03/11 PAGE 10  
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				Liq Amt	Net Amount
017002/00	HOME DEPOT CREDIT SERVICES								
1693 PO-111384	03/01/2011	NOT NEEDED		1 01-0000-0-4300-106-9750-8500-007-928 NN C				200.00	0.00
				TOTAL PAYMENT AMOUNT	0.00 *				0.00
010952/00	WEST COAST FALCONRY		204525279						
1148 PO-110956	03/01/2011	close		1 01-8150-0-5800-106-0000-8110-007-000 NN C				600.00	0.00
				TOTAL PAYMENT AMOUNT	0.00 *				0.00
				TOTAL FUND PAYMENT	0.00 **				0.00
				TOTAL BATCH PAYMENT	0.00 ***		0.00		0.00
				TOTAL DISTRICT PAYMENT	367,450.75 ****		0.00		367,450.75
				TOTAL FOR ALL DISTRICTS:	367,450.75 ****		0.00		367,450.75

Number of warrants to be printed: 51, not counting voids due to stub overflows.



81 CENTER UNIFIED SCHOOL DIST.  
03-03-2010

ACCOUNTS PAYABLE PRELIST  
BATCH: 0047 03-03-11  
FUND : 21 BUILDING FUND

J10954 APY500 H.02.05 03/03/11 PAGE 9  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021763/00	ALL STAR RENTS	342027888					
1586 PO-111304	03/01/2011	217003	1 21-0000-0-5600-106-9631-8500-007-000 NN F			192.70	192.70
TOTAL PAYMENT AMOUNT						192.70 *	192.70
019750/00	CAPITAL PROGRAM MGMT INC	364447158					
PO-002185	03/01/2011	#43	1 21-0000-0-6234-106-9600-8500-007-000 NN P			1,578.00	1,578.00
TOTAL PAYMENT AMOUNT						1,578.00 *	1,578.00
015636/00	HASTIE'S SAND AND GRAVEL						
1584 PO-111302	03/01/2011	101563	1 21-0000-0-4300-106-9631-8500-007-000 N F			4,191.23	4,191.23
TOTAL PAYMENT AMOUNT						4,191.23 *	4,191.23
TOTAL FUND PAYMENT						5,961.93 **	5,961.93
TOTAL BATCH PAYMENT						367,450.75 ***	367,450.75
						0.00	

81 CENTER UNIFIED SCHOOL DIST.  
03-10-11

ACCOUNTS PAYABLE PRELIST

J11294 APY500 H.02.05 03/10/11 PAGE 0

Batch status: A All

From batch: 0049

To batch: 0049

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
03-10-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 03102011  
FUND : 01 GENERAL FUND

J11294 APY500 H.02.05 03/10/11 PAGE 1  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE	SIT GOAL FUNC RES DEP T9MP		
011802/00	A-Z BUS SALES INC.						
367 PO-110305	03/08/2011	DI86515	1	01-7230-0-4300-112-0000-3600-007-000	NN P	76.95	76.95
TOTAL PAYMENT AMOUNT						76.95 *	76.95
016510/00	ACT INC						
1749 PO-111430	03/10/2011	30822492	1	01-0000-0-4300-371-1110-1000-012-916	NN F	447.62	411.60
TOTAL PAYMENT AMOUNT						411.60 *	411.60
014733/00	ALL WEST COACHLINES INC.						
1704 PO-111395	03/08/2011	36083	1	01-0000-0-5810-472-1110-4000-014-915	NN F	705.00	705.00
TOTAL PAYMENT AMOUNT						705.00 *	705.00
021097/00	ASSOCIATED VALUATION SERVICES	770513973					
90 PO-110088	03/09/2011	3383	1	01-0000-0-5800-105-0000-7200-005-000	NN F	554.89	548.37
TOTAL PAYMENT AMOUNT						548.37 *	548.37
010400/00	AT&T						
583 PO-110502	03/08/2011	FEB	1	01-0000-0-5902-106-0000-8110-007-000	NN P	7.82	7.82
TOTAL PAYMENT AMOUNT						7.82 *	7.82
011675/00	AT&T MESSAGING						
9 PO-110015	03/09/2011	6499027	1	01-0000-0-5902-106-0000-8110-007-000	NN P	720.00	720.00
TOTAL PAYMENT AMOUNT						720.00 *	720.00
021604/00	ATLAS DISPOSAL INDUSTRIES						
8 PO-110014	03/09/2011	19-001	1	01-0000-0-5550-106-0000-8110-007-000	NN P	221.41	221.41
9 PO-110014	03/09/2011	19-002	1	01-0000-0-5550-106-0000-8110-007-000	NN P	761.60	761.60
8 PO-110014	03/09/2011	19-003	1	01-0000-0-5550-106-0000-8110-007-000	NN P	518.67	518.67
8 PO-110014	03/09/2011	19-004	1	01-0000-0-5550-106-0000-8110-007-000	NN P	447.92	447.92
8 PO-110014	03/09/2011	19-005	1	01-0000-0-5550-106-0000-8110-007-000	NN P	288.49	288.49
8 PO-110014	03/09/2011	19-006	1	01-0000-0-5550-106-0000-8110-007-000	NN P	405.48	405.48
8 PO-110014	03/09/2011	19-007	1	01-0000-0-5550-106-0000-8110-007-000	NN P	1,484.93	1,484.93
8 PO-110014	03/09/2011	19-008	1	01-0000-0-5550-106-0000-8110-007-000	NN P	231.06	231.06
8 PO-110014	03/09/2011	19-009	1	01-0000-0-5550-106-0000-8110-007-000	NN P	1,098.37	1,098.37

61 CENTER UNIFIED SCHOOL DIST.  
03-10-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 03102011  
FUND : 01 GENERAL FUND

J11294 APY500 H.02.05 03/10/11 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
TOTAL PAYMENT AMOUNT					5,457.93 *			5,457.93
019504/00		B & H PHOTO-VIDEO						
1661 PO-111363	03/09/2011	49079865		1 01-3010-0-4400-240-1110-1000-011-000 YN P		446.85		446.85
1661 PO-111363	03/09/2011	49023995		1 01-3010-0-4400-240-1110-1000-011-000 YN F		1,576.73		1,412.19
TOTAL PAYMENT AMOUNT					1,859.04 *			1,859.04
TOTAL USE TAX AMOUNT					162.67			
018196/00		BULBMAN SACRAMENTO						
1547 PO-111349	03/10/2011	170489		1 01-3010-0-4300-240-1110-1000-011-000 NN F		334.18		334.31
TOTAL PAYMENT AMOUNT					334.31 *			334.31
013988/00		BUTTES/CENTER STATE PIPE						
16 PO-110022	03/09/2011	S006043234.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P		209.55		209.55
TOTAL PAYMENT AMOUNT					209.55 *			209.55
021678/00		CAPITOL ACADEMY						
694 PO-110576	03/08/2011	JAN		1 01-6500-0-5800-102-5750-1180-003-000 NN P		9,724.20		9,724.20
TOTAL PAYMENT AMOUNT					9,724.20 *			9,724.20
022223/00		CASBO PROFESSIONAL DEVELOPMENT						
1669 PO-111368	03/09/2011	2246566		1 01-8150-0-5200-106-0000-8110-007-000 NN F		165.00		165.00
TOTAL PAYMENT AMOUNT					165.00 *			165.00
014449/00		CENTER HIGH SCHOOL STUDENT						
1728 PO-111418	03/08/2011	REIMB-TEST FEE		1 01-0000-0-8290-000-0000-0000-000-000 NN F		1,104.27		1,104.27
TOTAL PAYMENT AMOUNT					1,104.27 *			1,104.27
016851/00		CHILD THERAPY TOYS.COM						
1698 PO-111368	03/09/2011	1041814		1 01-6250-0-4300-601-0000-8110-017-000 NN F		109.94		109.19
TOTAL PAYMENT AMOUNT					109.19 *			109.19
TOTAL USE TAX AMOUNT					9.03			

81 CENTER UNIFIED SCHOOL DIST.  
03-10-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 03102011  
FUND : 01 GENERAL FUND

J11294 APY500 H.02.05 03/10/11 PAGE 3  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014086/00	CLARINDA ACADEMY						
601 PO-110528	03/08/2011	jan	2 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
016320/00	COLLIER, ALYSON						
1735 PO-111433	03/10/2011	REFUND	3 01-5635-0-4300-601-1220-1000-017-000 NN F			61.70	61.70
1735 PO-111433	03/10/2011	REIMB	1 01-5635-0-5800-601-1220-1000-017-000 NN F			501.35	501.35
1735 PO-111433	03/10/2011	REIMB	2 01-6250-0-4300-601-0000-3110-017-238 NN F			208.25	208.25
TOTAL PAYMENT AMOUNT						771.30 *	771.30
018951/00	DELL						
1632 PO-111347	03/09/2011	XF7KMXNWB	1 01-3010-0-4400-240-1110-1000-011-000 NN P			45.66	45.66
1632 PO-111347	03/09/2011	XF7NE7J23	1 01-3010-0-4400-240-1110-1000-011-000 NN F			1,558.47	1,520.91
TOTAL PAYMENT AMOUNT						1,566.57 *	1,566.57
015800/00	DISCOUNT SCHOOL SUPPLY						
1648 PO-111354	03/08/2011	D13589370101	1 01-6250-0-4300-601-0000-3110-017-000 NN F			100.93	106.29
TOTAL PAYMENT AMOUNT						106.29 *	106.29
018277/00	EASTER SEAL SOCIETY OF CA. INC						
826 PO-110695	03/08/2011	jan	1 01-6500-0-5800-102-5750-1180-003-000 NN P			1,134.00	1,134.00
TOTAL PAYMENT AMOUNT						1,134.00 *	1,134.00
010336/00	ECOTECH PEST MANAGEMENT INC	273189708					
757 PO-110632	03/09/2011	161	1 01-0000-0-5500-106-0000-8110-007-000 NN P			700.00	700.00
TOTAL PAYMENT AMOUNT						700.00 *	700.00
019262/00	ENTERPRISE RENT A CAR						
101 PO-111399	03/08/2011	0845494	1 01-0000-0-5500-106-0000-8110-007-000 NN F			134.13	134.13
101 PO-111401	03/10/2011	0845494	1 01-0000-0-5500-106-0000-8110-007-000 NN F			134.13	134.13
101 PO-111402	03/10/2011	0845494	1 01-0000-0-5500-106-0000-8110-007-000 NN F			134.13	134.13
101 PO-111403	03/10/2011	0845494	1 01-0000-0-5500-106-0000-8110-007-000 NN F			134.13	134.13
TOTAL PAYMENT AMOUNT						536.52 *	536.52

81 CENTER UNIFIED SCHOOL DIST.  
03-10-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 03102011  
FUND : 01 GENERAL FUND

J11294 APY500 H.02.05 03/10/11 PAGE 4  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020850/00	FINNELL, SUZANNE						
1707 PO-111397	03/08/2011	REIMB	1 01-5630-0-5800-601-1220-1000-017-000 NN F		149.94	149.94	
TOTAL PAYMENT AMOUNT			149.94 *			149.94	
019704/00	FRISCH, JOYCE						
1745 PO-111428	03/08/2011	reimb	1 01-3010-0-4300-371-1110-1000-012-000 NN F		67.84	67.84	
TOTAL PAYMENT AMOUNT			67.84 *			67.84	
017315/00	GENUINE PARTS COMPANY-SAC						
377 PO-110315	03/08/2011	20901852	1 01-7230-0-4300-112-0000-3600-007-000 NN P		436.29	436.29	
TOTAL PAYMENT AMOUNT			436.29 *			436.29	
022347/00	GIVE SOMETHING BACK						
1599 PO-111315	03/09/2011	1786591-0	1 01-6500-0-4300-102-5001-2700-003-000 NN F		114.15	114.16	
1668 PO-111367	03/08/2011	1790692-0	1 01-0000-0-4300-472-0000-2700-014-000 NN F		47.83	47.83	
TOTAL PAYMENT AMOUNT			161.99 *			161.99	
011818/00	GOODELL PORTER SANCHEZ &	942625780					
86 PO-110086	03/09/2011	4126.0	1 01-0000-0-5300-105-0000-7200-005-000 NN F		2,500.00	2,500.00	
TOTAL PAYMENT AMOUNT			2,500.00 *			2,500.00	
019059/00	HOME POINT						
55 PO-110055	03/08/2011	TR71099	1 01-0000-0-5500-106-0000-8110-007-000 NN P		91.00	91.00	
55 PO-110055	03/08/2011	TR72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P		57.00	57.00	
TOTAL PAYMENT AMOUNT			148.00 *			148.00	
019801/00	KIRKLAND, ROSINA						
1741 PO-111437	03/10/2011	REIMB	1 01-0000-0-5210-103-0000-2110-003-000 NN F		34.17	34.17	
TOTAL PAYMENT AMOUNT			34.17 *			34.17	

81 CENTER UNIFIED SCHOOL DIST.  
03-10-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 03102011  
FUND : 01 GENERAL FUND

J11294 APY500 H.02.05 03/10/11 PAGE 5  
<< 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				
018519/00		LANGUAGE WORLD SERVICES					
1755 PO-111442	03/10/2011	103769	1 01-0000-0-5800-103-0000-2110-003-000 NN F			185.00	185.00
TOTAL PAYMENT AMOUNT			185.00 *				185.00
010445/00		LINGUI SYSTEMS INC.					
1627 PO-111336	03/09/2011	2594090	1 01-5640-0-4300-601-9728-3150-017-000 NN F			45.62	41.95
TOTAL PAYMENT AMOUNT			41.95 *				41.95
017726/00		LOS ANGELES FREIGHTLINER					
372 PO-110309	03/09/2011	BN17243	1 01-7230-0-4300-112-0000-3600-007-000 NN P			691.06	691.06
TOTAL PAYMENT AMOUNT			691.06 *				691.06
011197/00		MINGUS MOUNTAIN ACADEMY					
676 PO-110568	03/08/2011	01111	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
017576/00		OFFICE DEPOT/BUS.SERVICES DIV					
1631 PO-111339	03/09/2011	552500149001	1 01-5640-0-4300-601-9728-3150-017-000 NN F			80.99	80.99
1638 PO-111344	03/09/2011	552500810001	2 01-7230-0-4300-112-0000-3600-007-000 NN F			57.98	57.99
1638 PO-111344	03/09/2011	552500809001	1 01-8150-0-4300-106-0000-8110-007-000 NN F			179.79	179.79
TOTAL PAYMENT AMOUNT			318.77 *				318.77
020940/00		PARSHALL, LORETTA					
1719 PO-111406	03/08/2011	CHP FEES-REIMB	1 01-7230-0-5800-112-0000-3600-007-000 NN P			12.00	12.00
TOTAL PAYMENT AMOUNT			12.00 *				12.00
021157/00		PHYSICAL THERAPY CLINICS INC					
542 PO-110474	03/05/2011	31003	1 01-0000-0-5800-100-1110-1000-005-955 NN P			2,300.00	2,300.00
TOTAL PAYMENT AMOUNT			2,300.00				2,300.00

81 CENTER UNIFIED SCHOOL DIST.  
03-10-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 03102011  
FUND : 01 GENERAL FUND

J11294 APY500 H.02.05 03/10/11 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		
014069/00	PLATT ELECTRIC SUPPLY						
64 PO-110064	03/08/2011	9121546	1	01-8150-0-4300-106-0000-8110-007-000	NN P	8.54	8.54
TOTAL PAYMENT AMOUNT						8.54 *	8.54
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
119 PO-110111	03/09/2011	FEBRUARY	1	01-0000-0-5800-111-0000-8200-007-000	NN P	211.72	211.72
380 PO-110318	03/09/2011	11823.01	1	01-7230-0-5800-112-0000-3600-007-000	NN P	211.80	211.80
TOTAL PAYMENT AMOUNT						423.52 *	423.52
016341/00	R&S ARCHITECTURAL PRODUCTS						
1733 PO-111424	03/08/2011	107746	1	01-8150-0-5600-106-0000-8110-007-000	NN F	402.00	402.00
TOTAL PAYMENT AMOUNT						402.00 *	402.00
010627/00	RIVERVIEW INTERNATIONAL TRUCKS						
383 PO-110321	03/09/2011	727237	1	01-7230-0-4300-112-0000-3600-007-000	NN P	76.69	76.69
383 PO-110321	03/09/2011	726845	1	01-7230-0-4300-112-0000-3600-007-000	NN P	145.14	145.14
383 PO-110321	03/09/2011	727489	1	01-7230-0-4300-112-0000-3600-007-000	NN P	264.72	264.72
TOTAL PAYMENT AMOUNT						486.55 *	486.55
015126/00	RONETTE J. MILLER-DAVIS						
1753 PO-111441	03/10/2011	REIMB	1	01-3010-0-5800-103-1110-1000-003-940	NN F	13.88	13.88
TOTAL PAYMENT AMOUNT						13.88 *	13.88
010552/00	SAC VAL JANITORIAL						
118 PO-110110	03/09/2011	01930247	1	01-0000-0-4300-111-0000-8200-007-000	NN P	373.93	373.93
118 PO-110110	03/09/2011	01930294	1	01-0000-0-4300-111-0000-8200-007-000	NN P	323.79	323.79
TOTAL PAYMENT AMOUNT						697.72 *	697.72
010260/00	SACRAMENTO COUNTY UTILITIES						
100 PO-110110	03/09/2011	0100000000	1	01-0000-0-5800-106-0000-8110-007-000	NN P	249.06	249.06
100 PO-110110	03/09/2011	0100000000	1	01-0000-0-5800-106-0000-8110-007-000	NN P	1,895.61	1,895.61
100 PO-110110	03/09/2011	0100000000	1	01-0000-0-5800-106-0000-8110-007-000	NN P	520.97	520.97
TOTAL PAYMENT AMOUNT						2,665.64 *	2,665.64



81 CENTER UNIFIED SCHOOL DIST.  
03-10-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 03102011  
FUND : 01 GENERAL FUND

J11294 APY500 H.02.05 03/10/11 PAGE 7  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018912/00		SAFETY-KLEEN CORPORATION					
384	PO-110322	03/09/2011	533856	1	01-7230-0-5800-112-0000-3600-007-000 NN P	686.77	686.77
					TOTAL PAYMENT AMOUNT	686.77 *	686.77
020981/00		SAVE MART SUPERMARKETS					
503	PO-110442	03/08/2011	2581630	1	01-0000-0-4300-601-9728-1006-017-000 NN P	31.53	31.53
					TOTAL PAYMENT AMOUNT	31.53 *	31.53
018297/00		SCHOOL SERVICES OF CALIFORNIA					
1688	PO-111381	03/09/2011	PO23866-IN	1	01-0000-0-5800-105-0000-7200-005-000 NN F	195.00	195.00
					TOTAL PAYMENT AMOUNT	195.00 *	195.00
015675/00		SCOTT ELECTRIC	251052048				
1613	PO-111324	03/09/2011	6630694	1	01-0000-0-4300-238-1110-1000-010-000 NN F	114.30	105.10
					TOTAL PAYMENT AMOUNT	105.10 *	105.10
010826/00		SHIFFLER EQUIPMENT SALES INC					
76	PO-110076	03/09/2011	1104807800	1	01-8150-0-4300-106-0000-8110-007-000 NN P	88.34	88.34
					TOTAL PAYMENT AMOUNT	88.34 *	88.34
011500/00		SIA / DELTA DENTAL					
	PV-111069	03/09/2011	MARCH		01-0000-0-9552-000-0000-0000-000-000 NN		46,290.21
					TOTAL PAYMENT AMOUNT	46,290.21 *	46,290.21
022385/00		SILVERMAN, TODD					
1734	PO-111432	03/10/2011	REIMB	2	01-5635-0-5200-601-1220-1000-017-000 NN F	64.12	64.12
1734	PO-111432	03/10/2011	REIMB	1	01-5640-0-5200-601-9728-3140-017-000 NN F	134.88	134.88
					TOTAL PAYMENT AMOUNT	199.00 *	199.00

91 CENTER UNIFIED SCHOOL DIST.  
03-10-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 03102011  
FUND : 01 GENERAL FUND

J11294 APY500 H.02.05 03/10/11 PAGE 8  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Reg Reference	Date			FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
017883/00	SIMPLEX GRINNELL LP							
79 PO-110079	03/09/2011	66326873		1	01-8150-0-5800-106-0000-8110-007-000	NN P	160.41	160.41
TOTAL PAYMENT AMOUNT							160.41 *	160.41
010263/00	SMUD							
81 PO-110081	03/08/2011	7000000347		1	01-0000-0-5530-106-0000-8110-007-000	NN P	48,263.45	48,263.45
TOTAL PAYMENT AMOUNT							48,263.45 *	48,263.45
018066/00	SUPER DUPER INC.							
1629 PO-111338	03/10/2011	1635784-A		1	01-5640-0-4300-601-9728-3150-017-000	NN F	563.33	518.00
TOTAL PAYMENT AMOUNT							518.00 *	518.00
014079/00	THYSSENKRUPP ELEVATOR CORP							
67 PO-110090	03/09/2011	1090088949		1	01-0000-0-5600-106-0000-8110-007-000	NN P	92.86	92.86
87 PO-110090	03/09/2011	1090088948		1	01-0000-0-5600-106-0000-8110-007-000	NN P	835.67	835.67
TOTAL PAYMENT AMOUNT							928.53 *	928.53
010519/00	TIM'S BAND INSTRUMENT SERVICE	942778467						
1604 PO-111318	03/09/2011	69113		2	01-0000-0-4300-472-1262-1000-014-000	NN F	2.18	2.18
1604 PO-111318	03/09/2011	69113		1	01-0000-0-5600-472-1262-1000-014-000	NN F	70.00	70.00
TOTAL PAYMENT AMOUNT							72.18 *	72.18
017313/00	XEROX CORPORATION							
120 PO-110112	03/09/2011	300027295		1	01-0000-0-5800-115-9790-8200-007-000	NN P	513.85	513.85
120 PO-110112	03/09/2011	300029057		1	01-0000-0-5800-115-9790-8200-007-000	NN P	36,462.63	36,462.63
589 PO-110518	03/09/2011	3000027057		1	01-7220-0-5612-472-1110-1000-014-000	NN P	100.00	100.00
590 PO-110519	03/09/2011	300027057		1	01-0000-0-5612-472-9769-1000-014-000	NN P	25.00	25.00
591 PO-110520	03/10/2011	300010127057		1	01-0000-0-5612-115-9780-8200-007-000	NN P	25.00	25.00
592 PO-110521	03/09/2011	3000027057		1	01-3550-0-5612-472-1110-1000-014-000	NN P	125.00	125.00
593 PO-110522	03/09/2011	3000327057		1	01-0500-0-5612-102-0001-2700-003-600	NN P	25.00	25.00
594 PO-110523	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
595 PO-110524	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
596 PO-110525	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
597 PO-110526	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
598 PO-110527	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
599 PO-110528	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
600 PO-110529	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
601 PO-110530	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
602 PO-110531	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
603 PO-110532	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
604 PO-110533	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
605 PO-110534	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
606 PO-110535	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
607 PO-110536	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
608 PO-110537	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
609 PO-110538	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
610 PO-110539	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
611 PO-110540	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
612 PO-110541	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
613 PO-110542	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
614 PO-110543	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
615 PO-110544	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
616 PO-110545	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
617 PO-110546	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
618 PO-110547	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
619 PO-110548	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
620 PO-110549	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
621 PO-110550	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
622 PO-110551	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
623 PO-110552	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
624 PO-110553	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
625 PO-110554	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
626 PO-110555	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
627 PO-110556	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
628 PO-110557	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
629 PO-110558	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
630 PO-110559	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
631 PO-110560	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
632 PO-110561	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
633 PO-110562	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
634 PO-110563	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
635 PO-110564	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
636 PO-110565	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
637 PO-110566	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
638 PO-110567	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
639 PO-110568	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
640 PO-110569	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
641 PO-110570	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
642 PO-110571	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
643 PO-110572	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
644 PO-110573	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
645 PO-110574	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
646 PO-110575	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
647 PO-110576	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
648 PO-110577	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
649 PO-110578	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
650 PO-110579	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
651 PO-110580	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
652 PO-110581	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
653 PO-110582	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
654 PO-110583	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
655 PO-110584	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
656 PO-110585	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
657 PO-110586	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
658 PO-110587	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
659 PO-110588	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
660 PO-110589	03/09/2011	3000027057		1	01-0500-0-5612-271-0001-2700-003-600	NN P	25.00	25.00
661 PO-110590	03/09/2011	3000027057		1				

81 CENTER UNIFIED SCHOOL DIST.  
03-10-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 03102011  
FUND : 09 CHARTER SCHOOLS

J11294 APY500 H.02.05 03/10/11 PAGE 9  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL, FUNC RES DEP T9MP				
010669/00	ALHAMBRA & SIERRA SPRINGS						
295 PO-110264	03/08/2011	27036624779099	2 09-1100-0-4300-501-0000-2700-016-000 NN P		6.61	6.61	
295 PO-110264	03/08/2011	27036624779099	1 09-1100-0-4300-501-1110-1000-016-000 NN P		26.45	26.45	
			TOTAL PAYMENT AMOUNT	33.06 *		33.06	
010186/00	FOLLETT EDUCATIONAL SERVICES						
1615 PO-111326	03/09/2011	799443A	1 09-6300-0-4200-501-1110-1000-016-000 NN F		77.36	70.36	
			TOTAL PAYMENT AMOUNT	70.36 *		70.36	
020704/00	SHIRA, KEVIN						
1729 PO-111423	03/08/2011	reimb	1 09-1100-0-4300-501-1110-1000-016-000 NN F		35.42	35.42	
			TOTAL PAYMENT AMOUNT	35.42 *		35.42	
020448/00	VAN BUREN, ROBYN						
1736 PO-111425	03/08/2011	reimb	1 09-1100-0-4300-501-1110-1000-016-000 NN F		59.20	59.20	
			TOTAL PAYMENT AMOUNT	59.20 *		59.20	
017313/00	XEROX CORPORATION						
595 PO-110524	03/09/2011	3000027057	1 09-0000-0-5612-501-1110-1000-016-000 NN P		100.00	100.00	
596 PO-110525	03/09/2011	3000027057	2 09-0000-0-5612-501-1110-1000-016-000 NN P		80.00	80.00	
596 PO-110525	03/09/2011	3000027057	1 09-1100-0-5612-501-0000-2700-016-000 NN P		20.00	20.00	
597 PO-110526	03/09/2011	300102027057	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	498.04 **		498.04

81 CENTER UNIFIED SCHOOL DIST.  
03-10-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 03102011  
FUND : 11 ADULT EDUCATION FUND

J11294 APY500 H.02.05 03/10/11 PAGE 10  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
-----							
010669/00	ALHAMBRA & SIERRA SPRINGS						
197 PO-110190	03/08/2011	27018317069912	1 11-0030-0-4300-601-4130-1000-017-000 NN P			14.13	14.13
TOTAL PAYMENT AMOUNT						14.13 *	14.13
017313/00	XEROX CORPORATION						
604 PO-110529	03/09/2011	3000027057	1 11-0030-0-5612-601-4130-1000-017-000 NN F			25.00	25.00
TOTAL PAYMENT AMOUNT						25.00 *	25.00
TOTAL FUND			PAYMENT	39.13 **			39.13

J11294 APY500 H.02.05 03/10/11 PAGE 11  
<< Open >>

23

J11294 APY500 H.02.05 03/10/11 PAGE 12  
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	Liq Amt	Net Amount
011423/00		PLATH DISTRIBUTION INC			
144 PO-110133	03/08/2011	8439	1 13-5310-0-4700-108-0000-3700-007-000 NN P	10,171.80	10,171.80
		TOTAL PAYMENT AMOUNT	10,171.80 *		10,171.80
019993/00		PROPACIFIC FRESH			
145 PO-110134	03/08/2011	OAKHILL	1 13-5310-0-4700-108-0000-3700-007-000 NN P	617.45	617.45
145 PO-110134	03/08/2011	CHS	1 13-5310-0-4700-108-0000-3700-007-000 NN P	1,111.88	1,111.88
145 PO-110134	03/08/2011	DUDLEY	1 13-5310-0-4700-108-0000-3700-007-000 NN P	333.75	333.75
145 PO-110134	03/08/2011	N.COUNTRY	1 13-5310-0-4700-108-0000-3700-007-000 NN P	378.65	378.65
145 PO-110134	03/08/2011	SPINELLI	1 13-5310-0-4700-108-0000-3700-007-000 NN P	358.66	358.66
145 PO-110134	03/08/2011	WCR	1 13-5310-0-4700-108-0000-3700-007-000 NN P	919.86	919.86
145 PO-110134	03/08/2011	GLOBAL	1 13-5310-0-4700-108-0000-3700-007-000 NN P	292.31	292.31
		TOTAL PAYMENT AMOUNT	4,012.56 *		4,012.56
011255/00		SARA LEE BAKERY GROUP			
137 PO-110126	03/08/2011	93235594	1 13-5310-0-4700-108-0000-3700-007-000 NN P	1,564.41	1,564.41
		TOTAL PAYMENT AMOUNT	1,564.41 *		1,564.41
020462/00		STAPLES ADVANTAGE	841248716		
131 PO-110121	03/09/2011	107149195	1 13-5310-0-4300-108-0000-3700-007-000 NN P	34.51	34.51
		TOTAL PAYMENT AMOUNT	34.51 *		34.51
		TOTAL FUND PAYMENT	21,547.04 **		21,547.04
		TOTAL BATCH PAYMENT	200,490.82 ***	0.00	200,490.82
		TOTAL USE TAX AMOUNT	171.70		
		TOTAL DISTRICT PAYMENT	200,490.82 ****	0.00	200,490.82
		TOTAL USE TAX AMOUNT	171.70		
		TOTAL FUND PAYMENT	21,547.04 **		21,547.04
		TOTAL BATCH PAYMENT	200,490.82 ***	0.00	200,490.82
		TOTAL USE TAX AMOUNT	171.70		
		TOTAL DISTRICT PAYMENT	200,490.82 ****	0.00	200,490.82
		TOTAL USE TAX AMOUNT	171.70		

Number of warrants to be printed: 73, not counting voids due to stub overflows.

Batch status: A All

From batch: 0050

To batch: 0050

Include Revolving Cash: Y

Include Address: N

44

81 CENTER UNIFIED SCHOOL DIST.  
03-18-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 11-18-2011  
FUND : 01 GENERAL FUND

J11544 APY500 H.02.05 03/17/11 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
011802/00	A-2	BUS SALES INC.						
367 PO-110305	03/16/2011	DI86778	1	01-7230-0-4300-112-0000-3600-007-000	NN P		113.72	113.72
367 PO-110305	03/16/2011	BI10587	1	01-7230-0-4300-112-0000-3600-007-000	NN P		82.66	82.66
TOTAL PAYMENT AMOUNT							196.38 *	196.38
018839/00	ACADEMIC INNOVATIONS							
1715 PO-111402	03/16/2011	IN0115643	1	01-0000-0-4200-106-9750-8500-007-928	NN F		232.41	232.34
TOTAL PAYMENT AMOUNT							232.34 *	232.34
010669/00	ALHAMBRA & SIERRA SPRINGS							
602 PO-110506	03/16/2011	2704524780818	1	01-0000-0-4300-105-0000-7200-005-000	NN P		26.66	26.66
TOTAL PAYMENT AMOUNT							26.66 *	26.66
015524/00	APOLLO TIME CLOCKS	680273830						
1602 PO-111317	03/16/2011	6550	1	01-0000-0-4300-472-0000-2700-014-000	NN F		7.56	7.56
1602 PO-111317	03/16/2011	6550	2	01-0000-0-5600-472-0000-2700-014-000	NN F		55.00	55.00
TOTAL PAYMENT AMOUNT							62.56 *	62.56
011481/00	AT&T							
10 PO-110016	03/16/2011	C6052223781777	1	01-0000-0-5902-106-0000-8110-007-000	NN P		4,597.35	4,597.35
TOTAL PAYMENT AMOUNT							4,597.35 *	4,597.35
010896/00	AT&T MOBILITY							
428 PO-110405	03/16/2011	436077910697	1	01-0000-0-5903-110-0000-7200-004-000	NN P		93.86	93.86
TOTAL PAYMENT AMOUNT							93.86 *	93.86
016805/00	BATES, CHERYL	565134928						
729 PO-110612	03/16/2011	mileage	1	01-6500-0-5800-102-5750-1180-003-000	NY P		41.50	41.50
729 PO-110612	03/16/2011	inst	1	01-6500-0-5800-102-5750-1180-003-000	NY P		540.00	540.00
TOTAL PAYMENT AMOUNT							581.50 *	581.50



81 CENTER UNIFIED SCHOOL DIST.  
03-18-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 11-18-2011  
FUND : 01 GENERAL FUND

J11544 APY500 H.02.05 03/17/11 PAGE 2  
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	ABA num	Account num	Liq Amt	Net Amount
021235/00	BECKER, LEE ANN							
1768 PO-111454	03/16/2011	FEB		1 01-0000-0-5210-102-0000-3140-003-000 NN P			50.49	50.49
TOTAL PAYMENT AMOUNT							50.49 *	50.49
015662/00	BEHAVIORAL EDUCATION FOR							
605 PO-110530	03/16/2011	1132		1 01-6500-0-5800-102-5750-1180-003-000 NN P			127.50	127.50
TOTAL PAYMENT AMOUNT							127.50 *	127.50
019075/00	BRIGHT FUTURES THERAPY							
781 PO-110645	03/16/2011	2009		1 01-6500-0-5800-102-5750-1180-003-000 NN P			7,960.00	7,960.00
TOTAL PAYMENT AMOUNT							7,960.00 *	7,960.00
021811/00	BUCKLE DOWN/OPTIONS PUBLISHING	131087400						
1713 PO-111400	03/16/2011	IV512219		1 01-0000-0-4300-106-9750-8500-007-928 NN F			375.47	421.40
TOTAL PAYMENT AMOUNT							421.40 *	421.40
013988/00	BUTTES/CENTER STATE PIPE							
16 PO-110022	03/16/2011	WS006098783001		1 01-8150-0-4300-106-0000-8110-007-000 NN P			131.50	131.50
TOTAL PAYMENT AMOUNT							131.50 *	131.50
010408/00	CAPITOL CITY PROPANE INC							
1329 PO-111096	03/16/2011	28959		1 01-7230-0-4308-112-0000-3600-007-000 NN P			175.13	175.13
TOTAL PAYMENT AMOUNT							175.13 *	175.13
021036/00	CCHAT CENTER							
598 PO-110527	03/16/2011	CENT2-2011		1 01-6500-0-5800-102-5750-1180-003-000 NN P			1,862.55	1,862.55
TOTAL PAYMENT AMOUNT							1,862.55 *	1,862.55
017639/00	CDT INC.							
1248 PO-111034	03/16/2011	22930		1 01-0000-0-5800-110-0000-7200-004-000 NN P			108.00	108.00
TOTAL PAYMENT AMOUNT							108.00 *	108.00

81 CENTER UNIFIED SCHOOL DIST.  
03-18-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 11-18-2011  
FUND : 01 GENERAL FUND

J11544 APY500 H.02.05 03/17/11 PAGE 3  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP	Liq Amt
								Net Amount
020305/00	CDW GOVERNMENT INC.							
1709 PO-111398	03/16/2011	WQM9806	1	01-0054-0-4400-238-1110-1000-010-000	NN F			217.00
								207.52
								207.52
022061/00	CELEBRATIONS							
1788 PO-111479	03/16/2011	CONTRACT #18410	1	01-0054-0-5600-371-1110-1000-012-000	NN F			1,500.00
								1,500.00
								1,500.00
010407/00	CENTER UNIFIED REVOLVING FUND	0000000000						
1787 PO-111467	03/16/2011	4015	1	01-9472-0-5800-106-0000-8110-007-000	NN F			500.00
								500.00
								500.00
021051/00	CHILD ABUSE PREVENTION COUNCIL							
1797 PO-111482	03/16/2011	5861	1	01-5640-0-5800-103-0000-3140-003-000	NN F			7,642.42
								7,642.42
								7,642.42
021059/00	COMCAST							
40 PO-110006	03/16/2011	8155600391425215	1	01-0000-0-5800-240-0000-2700-011-000	NN P			5.22
								5.22
								5.22
010832/00	COMMERCIAL SPEEDOMETER SERVICE							
1759 PO-111447	03/16/2011	38268	2	01-7230-0-4300-112-0000-3600-007-000	NN F			104.81
1759 PO-111447	03/16/2011	38268	1	01-7230-0-5600-112-0000-3600-007-000	NN F			55.00
								159.81
								159.81
021477/00	CUMMINGS, CATHY							
1761 PO-111449	03/16/2011	REIMB	1	01-3550-0-5200-472-1110-1000-014-000	NN F			26.08
								26.08
								26.08

81 CENTER UNIFIED SCHOOL DIST.  
03-18-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 11-18-2011  
FUND : 01 GENERAL FUND

J11544 APY500 H.02.05 03/17/11 PAGE 4  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				Liq Amt	Net Amount
018951/00	DELL							
1725 PO-111407	03/17/2011	XF81P1T27	1 01-0000-0-4300-115-0000-7700-007-000 NN F				278.10	278.10
TOTAL PAYMENT AMOUNT			278.10 *					278.10
022347/00	GIVE SOMETHING BACK							
1714 PO-111401	03/16/2011	1794030-0	1 01-0000-0-4300-472-1251-1000-014-000 NN F				165.19	165.19
TOTAL PAYMENT AMOUNT			165.19 *					165.19
015040/00	GRIMES, DAVID							
1773 PO-111478	03/16/2011	REIMB	1 01-6250-0-5200-601-0000-3110-017-238 NN F				580.32	580.32
TOTAL PAYMENT AMOUNT			580.32 *					580.32
017718/00	GUIDING HANDS INC.							
814 PO-110704	03/16/2011	D11068	1 01-6500-0-5800-102-5750-1180-003-000 NN P				4,045.50	4,045.50
TOTAL PAYMENT AMOUNT			4,045.50 *					4,045.50
019127/00	HM RECEIVABLES CO.LLC							
1705 PO-111396	03/17/2011	946932955	1 01-0000-0-4200-106-9750-8500-007-928 NN F				15.62	16.50
TOTAL PAYMENT AMOUNT			16.50 *					16.50
017002/00	HOME DEPOT CREDIT SERVICES							
45 PO-110046	03/16/2011	6035322532354507	1 01-8150-0-4300-106-0000-8110-007-000 NN P				225.24	225.24
TOTAL PAYMENT AMOUNT			225.24 *					225.24
022316/00	IMAGING OUTFITTERS							
1778 PO-111462	03/16/2011	1829	1 01-0000-0-5800-240-0000-2700-011-777 NN P				16.00	16.00
1778 PO-111462	03/16/2011	1838	1 01-0000-0-5800-240-0000-2700-011-777 NN P				1,591.00	1,591.00
1778 PO-111462	03/16/2011	1852	1 01-0000-0-5800-240-0000-2700-011-777 NN F				450.00	450.00
TOTAL PAYMENT AMOUNT			2,057.00 *					2,057.00

81 CENTER UNIFIED SCHOOL DIST.  
03-18-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 11-18-2011  
FUND : 01 GENERAL FUND

J11544 APY500 H.02.05 03/17/11 PAGE 5  
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022170/00	JAPPERT, APRIL							
716 PO-110606	03/16/2011	FEB		1 01-6500-0-5800-102-5770-3600-003-000 NN P		206.04	206.04	
				TOTAL PAYMENT AMOUNT	206.04 *		206.04	
017726/00	LOS ANGELES FREIGHTLINER							
372 PO-110309	03/16/2011	BN17678		1 01-7230-0-4300-112-0000-3600-007-000 NN P		13.53	13.53	
372 PO-110309	03/16/2011	BN17583		1 01-7230-0-4300-112-0000-3600-007-000 NN P		0.00	227.88	
				TOTAL PAYMENT AMOUNT	241.41 *		241.41	
021914/00	LOY MATTISON ENTERPRISES		511602583					
1746 PO-111438	03/16/2011	0201110		1 01-0000-0-5903-106-0000-8300-007-000 NY F		625.00	625.00	
				TOTAL PAYMENT AMOUNT	625.00 *		625.00	
021926/00	MATRE, KAREN							
1802 PO-111477	03/16/2011	REIMB		1 01-0000-0-4300-472-0000-2700-014-000 NN F		21.25	21.25	
				TOTAL PAYMENT AMOUNT	21.25 *		21.25	
020461/00	MITCHELL, CYNDY							
1637 PO-111343	03/16/2011	10-68		1 01-7230-0-5800-112-0000-3600-007-000 NN P		11.37	11.37	
				TOTAL PAYMENT AMOUNT	11.37 *		11.37	
011521/00	NETOP							
1763 PO-111450	03/16/2011	012010		1 01-3550-0-4300-472-1110-1000-014-000 NN F		899.00	899.00	
				TOTAL PAYMENT AMOUNT	899.00 *		899.00	
022163/00	ODYSSEY							
638 PO-110544	03/16/2011	8002296		1 01-6500-0-5800-102-5750-1180-003-000 NN P		3,101.81	3,101.81	
				TOTAL PAYMENT AMOUNT	3,101.81 *		3,101.81	

81 CENTER UNIFIED SCHOOL DIST.  
03-18-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 11-18-2011  
FUND : 01 GENERAL FUND

J11544 APY500 H.02.05 03/17/11 PAGE 6  
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
				FD RESO P OBJE SIT	GOAL FUNC	RES DEP T9MP		
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
1588 PO-111305	03/16/2011	551769382001		1 01-6520-0-4300-472-5770-1110-003-000	NN F		73.19	73.19
1718 PO-111405	03/16/2011	554560986001		1 01-0000-0-4300-106-9750-8500-007-928	NN F		57.99	57.99
1726 PO-111416	03/16/2011	5854922884001		1 01-0000-0-4300-106-9750-8500-007-928	NN F		39.85	39.85
1750 PO-111431	03/16/2011	5585095229001		1 01-0000-0-4300-371-1110-1000-012-933	NN F		39.04	38.86
TOTAL PAYMENT AMOUNT							209.89 *	209.89
018882/00	PACENT LEARNING SOLUTIONS							
1560 PO-111284	03/16/2011	11-030		1 01-3010-0-4300-371-1110-1000-012-000	NN F		2,897.62	2,897.62
TOTAL PAYMENT AMOUNT							2,897.62 *	2,897.62
018801/00	PLACER HIGH SCHOOL							
1798 PO-111474	03/16/2011	LE FEBVEE RELAYS		1 01-0000-0-5800-472-1801-1000-014-000	NN F		255.00	255.00
TOTAL PAYMENT AMOUNT							255.00 *	255.00
021401/00	PRACTI-CAL INC		200704949					
1756 PO-111443	03/16/2011	17507		1 01-5640-0-5800-103-0000-3140-003-000	NN P		882.11	882.11
1756 PO-111443	03/16/2011	17436		1 01-5640-0-5800-103-0000-3140-003-000	NN F		205.67	205.67
TOTAL PAYMENT AMOUNT							1,087.78 *	1,087.78
014339/00	RED ROCK CANYON SCHOOL							
695 PO-110577	03/16/2011	3628		1 01-6500-0-5800-102-5750-1180-003-000	NN P		2,375.00	2,375.00
TOTAL PAYMENT AMOUNT							2,375.00 *	2,375.00
017657/00	RENAISSANCE LEARNING INC.		391559474					
1739 PO-111435	03/16/2011	inv3772738		1 01-0054-0-4300-240-1110-1000-011-000	NN F		299.00	299.00
TOTAL PAYMENT AMOUNT							299.00 *	299.00
010261/00	RISING BOOKS							
1622 PO-111331	03/16/2011	2848		1 01-3550-0-4100-472-1110-1000-014-000	YN F		489.84	489.84
TOTAL PAYMENT AMOUNT							489.84 *	489.84
TOTAL USE TAX AMOUNT							42.86	

81 CENTER UNIFIED SCHOOL DIST.  
03-18-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 11-18-2011  
FUND : 01 GENERAL FUND

J11544 APY500 H.02.05 03/17/11 PAGE 7  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018529/00	RISO PRODUCTS OF SACRAMENTO						
1796 PO-111473	03/16/2011	70390	1 01-0000-0-5612-234-0000-2700-008-000 NN F		200.00	200.00	
TOTAL PAYMENT AMOUNT			200.00 *			200.00	
010546/00	RIVERSIDE PUBLISHING CO.						
1643 PO-111348	03/16/2011	946904133	1 01-6500-0-4300-102-5770-1120-003-021 NN F		111.14	112.02	
1687 PO-111380	03/16/2011	946921200	1 01-6500-0-4300-102-5770-1120-003-029 NN F		108.90	116.31	
TOTAL PAYMENT AMOUNT			228.33 *			228.33	
018524/00	ROSS RECREATION EQUIP CO.INC.						
1507 PO-111243	03/16/2011	89392	1 01-8150-0-4300-106-0000-8110-007-000 NN F		87.32	87.32	
TOTAL PAYMENT AMOUNT			87.32 *			87.32	
010552/00	SAC VAL JANITORIAL						
118 PO-110110	03/16/2011	01932472	1 01-0000-0-4300-111-0000-8200-007-000 NN P		26.97	26.97	
TOTAL PAYMENT AMOUNT			26.97 *			26.97	
021460/00	SACRAMENTO COUNTY OFFICE OF						
930 PO-110774	03/16/2011	111292	1 01-3010-0-5800-371-1110-1000-012-000 NN F		980.00	1,080.00	
TOTAL PAYMENT AMOUNT			1,080.00 *			1,080.00	
013973/00	SAMBA HOLDINGS INC						
385 PO-110323	03/16/2011	0139791-IN	1 01-7230-0-5600-112-0000-3600-007-000 NN P		18.00	18.00	
TOTAL PAYMENT AMOUNT			18.00 *			18.00	
020981/00	SAVE MART SUPERMARKETS						
503 PO-110442	03/17/2011	2582254	1 01-0000-0-4300-601-9728-1006-017-000 NN P		26.58	26.58	
TOTAL PAYMENT AMOUNT			26.58 *			26.58	

BATCH: 0050 11-18-2011  
 FUND : 01 GENERAL FUND  
 Vendor/Addr Remit name Tax ID num Deposit type ABA num Account num Ldg Amt Net Amount  
 Reg Reference Date Description

0192222/00 SIERRA PEDIATRICS 9422869623  
 629 PO-110538 03/16/2011 CABAA000001  
 1 01-6500-0-5800-102-5750-1180-003-000 NY P 500.00 500.00

010376/00 SLAKEY BROS. INC.  
 80 PO-110080 03/16/2011 17015207-00  
 1 01-8150-0-4300-106-0000-8110-007-000 N P 188.87 188.87  
 TOTAL PAYMENT AMOUNT 188.87 \*

014558/00 SPURR  
 82 PO-110082 03/16/2011 38096  
 1 01-0000-0-5520-106-0000-8110-007-000 NN P 8,772.69 8,772.69  
 TOTAL PAYMENT AMOUNT 8,772.69 \*

021813/00 SUREWEST  
 105 PO-110103 03/16/2011 604457-001  
 1 01-0000-0-5902-106-0000-8110-007-000 NN P 1,024.41 1,024.41  
 TOTAL PAYMENT AMOUNT 1,024.41 \*

020075/00 TATYANA SILCHUK  
 769 PO-110657 03/16/2011 FEB  
 1 01-6500-0-5800-102-5770-3600-003-000 NN P 184.22 184.22  
 TOTAL PAYMENT AMOUNT 184.22 \*

016370/00 TWIN RIVERS UNIFIED SCH DIST  
 671 PO-110564 03/16/2011 111795,111495  
 1 01-0031-0-5801-110-0000-8300-004-000 NN P 22,000.00 22,000.00  
 TOTAL PAYMENT AMOUNT 22,000.00 \*

021111/00 ULINE  
 1808 PO-111485 03/16/2011 36916066  
 1 01-0000-0-4300-111-0000-8200-007-000 NN F 43.25 43.25  
 TOTAL PAYMENT AMOUNT 43.25 \*

015191/00 MACHOB, CYNTHIA  
 612 PO-110512 03/16/2011 FEB  
 612 PO-110512 03/16/2011 FEB  
 1 01-6500-0-5210-102-5060-2110-003-000 N F 34.03 34.03  
 2 01-6500-0-5210-102-5060-2110-003-000 N P 101.12 101.12  
 TOTAL PAYMENT AMOUNT 135.15 \*

81 CENTER UNIFIED SCHOOL DIST.  
03-18-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 11-18-2011  
FUND : 01 GENERAL FUND

J11544 APY500 H.02.05 03/17/11 PAGE 9  
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP	
			TOTAL FUND	PAYMENT	81,271.92	**			81,271.92
			TOTAL USE TAX AMOUNT		42.86				



81 CENTER UNIFIED SCHOOL DIST.  
03-18-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 11-18-2011  
FUND : 09 CHARTER SCHOOLS

J11544 APY500 H.02.05 03/17/11 PAGE 10  
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
011481/00	AT&T							
343	PO-110293	03/16/2011	c602223781777	1	09-0700-0-5902-503-0000-2700-018-000	NN P	49.81	49.81
				TOTAL PAYMENT AMOUNT		49.81 *		49.81
				TOTAL FUND	PAYMENT	49.81 **		49.81

81 CENTER UNIFIED SCHOOL DIST.  
03-18-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 11-18-2011  
FUND : 11 ADULT EDUCATION FUND

J11544 APY500 H.02.05 03/17/11 PAGE 11  
<< 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	
011481/00	AT&T							
196 PO-110189	03/16/2011	c602223781777	1 11-0030-0-5902-601-4130-1000-017-000	NN P		13.03	13.03	
TOTAL PAYMENT AMOUNT						13.03 *	13.03	
022175/00	MCGRAW-HILL COMPANIES							
PV-111070	03/16/2011	REISSUE FOR LOST CK	11-0030-0-5800-601-4130-1000-017-000	NN			179.89	
TOTAL PAYMENT AMOUNT						179.89 *	179.89	
TOTAL FUND PAYMENT						192.92 **	192.92	

81 CENTER UNIFIED SCHOOL DIST.  
03-18-2011

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 11-18-2011  
FUND : 12 CHILD DEVELOPMEN FUND

J11544 APY500 H.02.05 03/17/11 PAGE 12  
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP		Liq Amt	Net Amount	
018143/00		CHILD DEVELOPMENT CENTERS INC							
950 PO-110807	03/16/2011	5030-111			1 12-6105-0-5800-100-8500-1000-005-000 NN P		53,157.02	53,157.02	
					TOTAL PAYMENT AMOUNT		53,157.02 *	53,157.02	
					TOTAL FUND PAYMENT		53,157.02 **	53,157.02	

J11544 APY500 H.02.05 03/17/11 PAGE 13  
 << Open >>

38

81 CENTER UNIFIED SCHOOL DIST.				ACCOUNTS PAYABLE PRELIST				J11544 APY500 H.02.05 03/17/11 PAGE 14			
03-18-2011				BATCH: 0050 11-18-2011				<< Open >>			
				FUND : 14				DEFERRED MAINTENANCE FUND			

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	
011360/00	CAPITOL BUILDERS			HARDWARE INC												
1506	PO-111242		03/16/2011	104257					14-0024-0-4300-106-9608-8110-007-000	NN	F			1,648.93	1,648.93	
TOTAL PAYMENT AMOUNT														1,648.93 *	1,648.93	
010826/00	SHIFFLER EQUIPMENT			SALES INC												
1650	PO-111356		03/16/2011	1105500900					14-0024-0-4300-106-9608-8110-007-000	NN	F			1,717.61	1,717.61	
TOTAL PAYMENT AMOUNT														1,717.61 *	1,717.61	
TOTAL FUND														PAYMENT	3,366.54 **	3,366.54

J11544 APY500 H.02.05 03/17/11 PAGE 15  
 << Open >>

Number of warrants to be printed: 69, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.  
03-24-11

ACCOUNTS PAYABLE PRELIST

J11807 APY500 H-02.05 03/23/11 PAGE 0

Batch status: A All

From batch: 0051

To batch: 0052

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
03-24-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0051 0-BATCH  
FUND : 01 GENERAL FUND

J11807 APY500 H.02.05 03/23/11 PAGE 1  
<< Open >>

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
022172/00	MED TRANS MEDICAL/LEGAL														
618	PO-110531	03/22/2011	CLOSE				1	01-6500-0-5800-102-5750-1180-003-000	NN	C				0.00	0.00
TOTAL PAYMENT AMOUNT														0.00	0.00
018066/00	SUPER DUPER INC.														
1479	PO-1111221	03/22/2011	CLOSE				1	01-6500-0-4300-102-5770-1191-003-044	NN	C				0.00	0.00
TOTAL PAYMENT AMOUNT														0.00	0.00
TOTAL FUND PAYMENT														0.00	0.00



81 CENTER UNIFIED SCHOOL DIST.  
03-24-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0051 0-BATCH  
FUND : 21 BUILDING FUND

J11807 APY500 H.02.05 03/23/11 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
015797/00	ACE SUPPLY		HARDWARE NORTH													
425	PO-110372	03/22/2011	CLOSE		1	21-0000-0-4300-106-9630-8500-007-000	NN	C							226.00	0.00
TOTAL PAYMENT AMOUNT															0.00 *	0.00
017002/00	HOME DEPOT		CREDIT SERVICES													
416	PO-110363	03/22/2011	CLOSE		1	21-0000-0-4300-106-9630-8500-007-000	NN	C							119.77	0.00
730	PO-110613	03/22/2011	CLOSE		1	21-0000-0-4300-106-9630-8500-007-000	NN	C							121.55	0.00
806	PO-110678	03/22/2011	CLOSE		1	21-0000-0-4300-106-9630-8500-007-000	NN	C							100.00	0.00
TOTAL PAYMENT AMOUNT															0.00 *	0.00
014069/00	PLATT ELECTRIC		SUPPLY													
655	PO-110559	03/22/2011	CLOSE		1	21-0000-0-6236-472-9630-8500-007-000	NN	C							40.14	0.00
713	PO-110604	03/22/2011	CLOSE		1	21-0000-0-6236-472-9630-8500-007-000	NN	C							37.99	0.00
812	PO-110683	03/22/2011	CLOSE		1	21-0000-0-6236-472-9630-8500-007-000	NN	C							411.21	0.00
TOTAL PAYMENT AMOUNT															0.00 *	0.00
014771/00	ROEBBELEN		CONTRACTING INC													
123	PO-110115	03/22/2011	CLOSE		1	21-0000-0-6170-472-9630-8500-007-000	NN	C							6,000.00	0.00
TOTAL PAYMENT AMOUNT															0.00 *	0.00
019842/00	WFCB-OSH		COMMERCIAL SERVICES	954214111												
368	PO-110306	03/22/2011	CLOSE		1	21-0000-0-4300-106-9630-8500-007-000	NN	C							331.92	0.00
TOTAL PAYMENT AMOUNT															0.00 *	0.00
TOTAL FUND PAYMENT															0.00 **	0.00
TOTAL BATCH PAYMENT															0.00 ***	0.00

81 CENTER UNIFIED SCHOOL DIST.  
03-24-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 03-24-11  
FUND : 01 GENERAL FUND

J11807 APY500 H.02.05 03/23/11 PAGE 3  
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC	ABA num RES DEP T9MP	Account num	Liq Amt	Net Amount
022231/00	3M LIBRARY SYSTEMS CONTRACTS							
1760 PO-111448	03/22/2011	OF46873		1 01-0000-0-5612-472-0000-2420-014-000	NN F		644.00	644.00
TOTAL PAYMENT AMOUNT							644.00 *	644.00
014733/00	ALL WEST COACHLINES INC.							
1835 PO-111509	03/22/2011	36349		1 01-0000-0-5810-472-1110-4000-014-915	NN F		1,037.34	1,037.34
TOTAL PAYMENT AMOUNT							1,037.34 *	1,037.34
018533/00	ATKINSON ANDELSON LOYA RUUD		953378600					
683 PO-110574	03/23/2011	377321		1 01-0000-0-5804-105-0000-7200-005-000	NE P		6,673.62	6,673.62
TOTAL PAYMENT AMOUNT							6,673.62 *	6,673.62
017561/00	BAIONI, KIM							
1816 PO-111486	03/22/2011	REIMB		1 01-0000-0-3403-475-3200-1000-000-000	NN F		50.00	50.00
TOTAL PAYMENT AMOUNT							50.00 *	50.00
013988/00	BUTTES/CENTER STATE PIPE							
16 PO-110022	03/22/2011	S006118207.001		1 01-8150-0-4300-106-0000-8110-007-000	NN P		176.87	176.87
TOTAL PAYMENT AMOUNT							176.87 *	176.87
021096/00	CALIFORNIA DEPARTMENT OF							
1716 PO-111403	03/22/2011	PS3003624		1 01-0000-0-4200-106-9750-8500-007-928	NN F		27.65	27.65
TOTAL PAYMENT AMOUNT							27.65 *	27.65
021678/00	CAPITOL ACADEMY							
694 PO-110576	03/22/2011	february		1 01-6500-0-5800-102-5750-1180-003-000	NN P		8,359.40	8,359.40
TOTAL PAYMENT AMOUNT							8,359.40 *	8,359.40
018786/00	CAPITOL LIGHTING PLASTICS INC							
1747 PO-111421	03/22/2011	15547		1 01-8150-0-4300-106-0000-8110-007-000	NN P		143.55	143.55
TOTAL PAYMENT AMOUNT							143.55 *	143.55

81 CENTER UNIFIED SCHOOL DIST.  
03-24-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 03-24-11  
FUND : 01 GENERAL FUND

J11807 APY500 H.02.05 03/23/11 PAGE 4  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022223/00		CASBO PROFESSIONAL DEVELOPMENT					
1697 PO-111388	03/22/2011	2242042	1 01-0000-0-5200-105-0000-7200-005-000 NN F			205.00	205.00
1701 PO-111391	03/22/2011	2242121	1 01-0000-0-5200-105-0000-7200-005-000 NN F			205.00	205.00
TOTAL PAYMENT AMOUNT			410.00 *				410.00
017639/00		CDT INC.					
1248 PO-111034	03/22/2011	22551	1 01-0000-0-5800-110-0000-7200-004-000 NN P			54.00	54.00
TOTAL PAYMENT AMOUNT			54.00 *				54.00
014086/00		CLARINDA ACADEMY					
601 PO-110528	03/22/2011	FEBRUARY	2 01-6500-0-5800-102-5750-1180-003-000 NN P			2,125.00	2,125.00
TOTAL PAYMENT AMOUNT			2,125.00 *				2,125.00
015699/00		CLARK SECURITY PRODUCTS					
20 PO-110026	03/22/2011	SA04007301	1 01-8150-0-4300-106-0000-8110-007-000 NN P			71.99	71.99
TOTAL PAYMENT AMOUNT			71.99 *				71.99
015718/00		CUSTOM BENEFIT ADMINISTRATORS					
PV-111072	03/22/2011	MARCH 31	01-0000-0-9552-000-0000-0000-000 NN				2,623.71
TOTAL PAYMENT AMOUNT			2,623.71 *				2,623.71
018951/00		DELL					
1730 PO-111419	03/22/2011	XF86NTR48	1 01-0000-0-6500-106-9750-8500-007-928 NN F			630.01	630.00
TOTAL PAYMENT AMOUNT			630.00 *				630.00
019824/00		DEVELOPMENTAL RESOURCES INC.					
1772 PO-111458	03/23/2011	10-111458	1 01-5640-0-5200-601-9728-3140-017-085 NN F			325.00	325.00
TOTAL PAYMENT AMOUNT			325.00 *				325.00

81 CENTER UNIFIED SCHOOL DIST.  
03-24-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 03-24-11  
FUND : 01 GENERAL FUND

J11807 APY500 H.02.05 03/23/11 PAGE 5  
<< 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				
011290/00		DISCOUNT GLASS & SCREEN CO					
26 PO-110032	03/22/2011	916055	1 01-8150-0-4300-106-0000-8110-007-000 NN P			173.32	173.32
TOTAL PAYMENT AMOUNT			173.32 *				173.32
021794/00		EAGLE SOFTWARE INC					
1819 PO-111496	03/22/2011	SUP-CENTERUSD11.12	2 01-0000-0-5612-115-0000-7700-007-000 NN F			3,400.00	3,400.00
1819 PO-111496	03/22/2011	SUP-CENTERUSD11.12	1 01-0000-0-9330-000-0000-0000-000-000 NN F			10,200.00	10,200.00
TOTAL PAYMENT AMOUNT			13,600.00 *				13,600.00
010336/00		ECOTECH PEST MANAGEMENT INC	273189708				
757 PO-110632	03/22/2011	181	1 01-0000-0-5500-106-0000-8110-007-000 NN P			712.00	712.00
TOTAL PAYMENT AMOUNT			712.00 *				712.00
020587/00		ELECTRIC GOLF CAR COMPANY INC					
1767 PO-111453	03/22/2011	003085	1 01-0000-0-4300-472-0000-2700-014-000 NN F			84.83	84.83
TOTAL PAYMENT AMOUNT			84.83 *				84.83
019262/00		ENTERPRISE RENT A CAR					
1826 PO-111502	03/22/2011	D845545	1 01-0000-0-5810-472-1110-4000-014-915 NN F			91.66	91.66
1838 PO-111512	03/22/2011	D845567	1 01-0000-0-5810-472-1110-4000-014-915 NN F			91.66	91.66
1839 PO-111513	03/22/2011	D845566	1 01-0000-0-5810-472-1110-4000-014-915 NN F			274.98	274.98
TOTAL PAYMENT AMOUNT			458.30 *				458.30
019815/00		FRANKLIN, MARY					
1827 PO-111504	03/22/2011	REIMB	1 01-5640-0-4300-601-9728-1000-017-081 NN F			270.79	270.79
TOTAL PAYMENT AMOUNT			270.79 *				270.79
022347/00		GIVE SOMETHING BACK					
1800 PO-111475	03/22/2011	1798453-0	1 01-0000-0-4300-472-1284-1000-014-000 NN F			374.03	374.04
TOTAL PAYMENT AMOUNT			374.04 *				374.04

81 CENTER UNIFIED SCHOOL DIST.  
03-24-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 03-24-11  
FUND : 01 GENERAL FUND

J11807 APY500 H.02.05 03/23/11 PAGE 6  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE	SIT GOAL	FUNC RES DEP T9MP	Liq Amt	Net Amount	
018572/00	GREAT SOURCE EDUCATION GROUP							
1721 PO-111412	03/22/2011	946946834	1	01-0000-0-4200-106-9750-8500-007-928	NN F	1,088.47	1,135.60	
TOTAL PAYMENT AMOUNT						1,135.60 *	1,135.60	
015636/00	HASTIE'S SAND AND GRAVEL							
42 PO-110043	03/22/2011	102130	1	01-8150-0-4300-106-0000-8110-007-000	N P	182.70	182.70	
TOTAL PAYMENT AMOUNT						182.70 *	182.70	
011219/00	HILLYARD INC.							
900 PO-110750	03/22/2011	6659496	1	01-0000-0-9320-000-0000-0000-000-000	NN P	17.38	17.38	
900 PO-110750	03/22/2011	6664633	1	01-0000-0-9320-000-0000-0000-000-000	NN P	30.15	30.15	
TOTAL PAYMENT AMOUNT						47.53 *	47.53	
010830/00	HOLT OF CALIFORNIA							
1833 PO-111507	03/22/2011	SW050194636	1	01-8150-0-5600-106-0000-8110-007-000	NN F	437.28	437.28	
TOTAL PAYMENT AMOUNT						437.28 *	437.28	
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO							
52 PO-110052	03/22/2011	27-S1682160.001	1	01-8150-0-4300-106-0000-8110-007-000	NN P	311.34	311.34	
52 PO-110052	03/22/2011	27-S1681835.001	1	01-8150-0-4300-106-0000-8110-007-000	NN P	120.21	120.21	
TOTAL PAYMENT AMOUNT						431.55 *	431.55	
010355/00	KAISER							
PV-111073	03/22/2011	APRIL	01-0000-0-9552-000-0000-0000-000-000	NN		157,840.94	157,840.94	
TOTAL PAYMENT AMOUNT						157,840.94 *	157,840.94	
022230/00	MANAGED HEALTH NETWORK	953817988						
89 PO-110087	03/22/2011	3200025516	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.  
03-24-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 03-24-11  
FUND : 01 GENERAL FUND

J11807 APY500 H.02.05 03/23/11 PAGE 7  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP			
017727/00	MASON DONALDSON	558474631						
1327 PO-111095	03/22/2011	#2	1	01-0000-0-5800-106-0000-8110-007-000	NY P	1,230.00	1,230.00	
TOTAL PAYMENT AMOUNT				1,230.00 *			1,230.00	
022172/00	MED TRANS MEDICAL/LEGAL							
618 PO-110531	03/22/2011	630	2	01-6500-0-5800-102-5750-1180-003-000	NN F	1,620.00	1,620.00	
1834 PO-111508	03/22/2011	630	1	01-6500-0-5800-102-5750-1180-003-000	NN P	4,120.00	4,120.00	
TOTAL PAYMENT AMOUNT				5,740.00 *			5,740.00	
019158/00	MEDCO SUPPLY INC							
1762 PO-111445	03/23/2011	41327099	1	01-0000-0-4300-102-0000-3140-003-000	NN F	263.03	226.69	
TOTAL PAYMENT AMOUNT				226.69 *			226.69	
022309/00	MEDICAB OF SACRAMENTO	205384496						
783 PO-110647	03/22/2011	RT0211	1	01-6500-0-5800-102-5750-1180-003-000	NN P	565.00	565.00	
TOTAL PAYMENT AMOUNT				565.00 *			565.00	
011197/00	MINGUS MOUNTAIN ACADEMY							
676 PO-110568	03/22/2011	0211	1	01-6500-0-5800-102-5750-1180-003-000	NN P	2,375.00	2,375.00	
TOTAL PAYMENT AMOUNT				2,375.00 *			2,375.00	
021568/00	OEMPCWORLD.COM	770577052						
1769 PO-111455	03/22/2011	460354	1	01-3550-0-4300-472-1110-1000-014-000	NN F	3,558.11	3,576.08	
TOTAL PAYMENT AMOUNT				3,576.08 *			3,576.08	
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
1589 PO-111409	03/22/2011	554922530001	1	01-9520-0-4300-472-1110-1000-003-000	NN F	73.91	73.91	
1781 PO-111464	03/22/2011	CLOSE	1	01-6500-0-4300-102-5001-3120-003-000	NN C	15.21	0.00	
1789 PO-111468	03/22/2011	555939834001	1	01-8150-0-4300-106-0000-8110-007-000	NN F	32.24	35.06	
TOTAL PAYMENT AMOUNT				108.97 *			108.97	

81 CENTER UNIFIED SCHOOL DIST.  
03-24-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 03-24-11  
FUND : 01 GENERAL FUND

J11807 APY500 H.02.05 03/23/11 PAGE 8  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021867/00	PARENT MAGIC INC							
1752 PO-111440	03/22/2011	INV-6715		1 01-5635-0-4300-601-1220-1000-017-000 YN F			49.45	45.95
				TOTAL PAYMENT AMOUNT				45.95 *
				TOTAL USE TAX AMOUNT				4.02
011345/00	PLACER LEARNING CENTER							
653 PO-110557	03/22/2011	FEB		2 01-6500-0-5800-102-5750-1180-003-000 NN F			5,069.30	5,069.30
1836 PO-111510	03/22/2011	FEBRUARY		1 01-6500-0-5800-102-5750-1180-003-000 NN P			8,749.30	8,749.30
				TOTAL PAYMENT AMOUNT				13,818.60 *
014069/00	PLATT ELECTRIC SUPPLY							
64 PO-110064	03/22/2011	9221032		1 01-8150-0-4300-106-0000-8110-007-000 NN P			400.16	400.16
				TOTAL PAYMENT AMOUNT				400.16 *
018509/00	QUINTESSENTIAL SCHOOL SYSTEMS							
1821 PO-111497	03/22/2011	0304044-IN		1 01-0000-0-9330-000-0000-0000-000-000 NN F			45,856.75	45,856.75
				TOTAL PAYMENT AMOUNT				45,856.75 *
011238/00	RELIABLE TIRE							
382 PO-110320	03/22/2011	82804		1 01-7230-0-4300-112-0000-3600-007-000 NN P			200.88	200.88
382 PO-110320	03/22/2011	82803		1 01-7230-0-4300-112-0000-3600-007-000 NN P			175.88	175.88
				TOTAL PAYMENT AMOUNT				376.76 *
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
383 PO-110321	03/22/2011	728186		1 01-7230-0-4300-112-0000-3600-007-000 NN P			152.50	152.50
				TOTAL PAYMENT AMOUNT				152.50 *
020716/00	ROBERT A HOFFMAN		680201477					
1815 PO-111493	03/22/2011	2011 VISION		1 01-0000-0-5800-102-0000-3140-003-000 NY F			2,655.00	2,655.00
				TOTAL PAYMENT AMOUNT				2,655.00 *

81 CENTER UNIFIED SCHOOL DIST.  
03-24-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 03-24-11  
FUND : 01 GENERAL FUND

J11807 APY500 H.02.05 03/23/11 PAGE 9  
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
010242/00	ROTO ROOTER / SACRAMENTO							
71 PO-110071	03/22/2011	310062039			1 01-8150-0-5600-106-0000-8110-007-000 NN P		413.28	413.28
					TOTAL PAYMENT AMOUNT	413.28 *		413.28
010552/00	SAC VAL JANITORIAL							
1546 PO-111273	03/22/2011	01931219			1 01-0000-0-9320-000-0000-0000-000-000 NN P		13.00	13.00
					TOTAL PAYMENT AMOUNT	13.00 *		13.00
014786/00	SCHOOL SPECIALTY		390971239					
1766 PO-111452	03/22/2011	208105701463			1 01-0000-0-4300-238-1110-1000-010-000 NN F		50.18	38.94
					TOTAL PAYMENT AMOUNT	38.94 *		38.94
010373/00	SCHOOLS INSURANCE AUTHORITY							
823 PO-110690	03/22/2011	2011UST-KAM.020			1 01-7230-0-5800-112-0000-3600-007-000 NN P		150.00	150.00
					TOTAL PAYMENT AMOUNT	150.00 *		150.00
018370/00	STANLEY CONVERGENT SECURITY							
83 PO-110083	03/22/2011	8129329			1 01-0000-0-5800-106-0000-8110-007-000 NN P		194.97	194.97
					TOTAL PAYMENT AMOUNT	194.97 *		194.97
014041/00	STAPLES							
1780 PO-111463	03/22/2011	PS0609			1 01-6500-0-4300-102-5001-3120-003-000 NN F		52.58	52.34
					TOTAL PAYMENT AMOUNT	52.34 *		52.34
017507/00	TALBERT, SYLVIA							
1828 PO-111505	03/22/2011	REIMB			1 01-5635-0-5800-601-1220-1000-017-000 NN F		205.33	205.33
					TOTAL PAYMENT AMOUNT	205.33 *		205.33
015959/00	TREESTRAP							
996 PO-110832	03/22/2011	2820			1 01-0000-0-4300-106-0000-8110-007-000 NN P		120.47	120.47
					TOTAL PAYMENT AMOUNT	120.47 *		120.47



81 CENTER UNIFIED SCHOOL DIST.  
03-24-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 03-24-11  
FUND : 01 GENERAL FUND

J11807 APY500 H.02.05 03/23/11 PAGE 10  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
014863/00	UHS SCHOOLS						
634 PO-110540	03/22/2011	FEBRUARY	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,052.49	2,052.49
		TOTAL PAYMENT AMOUNT		2,052.49 *			2,052.49
022221/00	WESTERN HEALTH ADVANTAGE						
PV-111074	03/22/2011	APRIL	01-0000-0-9552-000-0000-0000-000 NN				89,263.43
		TOTAL PAYMENT AMOUNT		89,263.43 *			89,263.43
022348/00	WILSON, SHERRY						
388 PO-110326	03/22/2011	10-180	1 01-7230-0-5800-112-0000-3600-007-000 NN P			10.58	10.58
		TOTAL PAYMENT AMOUNT		10.58 *			10.58
		TOTAL FUND PAYMENT		369,916.45 **			369,916.45
		TOTAL USE TAX AMOUNT		4.02			

81 CENTER UNIFIED SCHOOL DIST.  
03-24-11

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 03-24-11  
FUND : 09 CHARTER SCHOOLS

J11807 APY500 H.02.05 03/23/11 PAGE 11  
<< 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	
018829/00		DECKER, ANN							
1822 PO-111498	03/22/2011	REIMB		2 09-1100-0-4300-501-0000-2700-016-000 NN F			23.52	23.52	
1822 PO-111498	03/22/2011	REIMB		1 09-6300-0-4200-501-1110-1000-016-000 NN F			24.57	24.57	
				TOTAL PAYMENT AMOUNT			48.09 *		48.09
				TOTAL FUND PAYMENT			48.09 **		48.09

Batch status: A All  
From batch: 0053  
To batch: 0053  
Include Revolving Cash: Y  
Include Address: N

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0053 03-31-2011  
 FUND : 01 GENERAL FUND

J12091 APY500 H.02.05 03/31/11 PAGE 1  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011802/00	A-Z BUS SALES INC.							
367 PO-110305	03/29/2011	DI87535		1 01-7230-0-4300-112-0000-3600-007-000 NN P			31.42	31.42
TOTAL PAYMENT AMOUNT							31.42 *	31.42
010669/00	ALHAMBRA & SIERRA SPRINGS							
5 PO-110011	03/29/2011	27053384782453		1 01-8150-0-4300-106-0000-8110-007-000 NN P			58.14	58.14
266 PO-110239	03/29/2011	27045104780794		1 01-0000-0-4300-103-0000-7200-003-000 NN P			38.64	38.64
370 PO-110307	03/29/2011	27047404781257		1 01-7230-0-4300-112-0000-3600-007-000 NN P			36.65	36.65
421 PO-110368	03/29/2011	27050334781839		1 01-0000-0-4300-475-3200-2700-015-000 NN P			26.66	26.66
TOTAL PAYMENT AMOUNT							160.09 *	160.09
014733/00	ALL WEST COACHLINES INC.							
1858 PO-111531	03/30/2011	36493		1 01-7220-0-5810-472-9616-1050-000-000 NN F			3,200.00	3,200.00
TOTAL PAYMENT AMOUNT							3,200.00 *	3,200.00
021669/00	BAIONI, RON							
1874 PO-111544	03/30/2011	reimb		1 01-0000-0-4300-371-1110-1000-012-000 NN F			72.37	72.37
TOTAL PAYMENT AMOUNT							72.37 *	72.37
019454/00	BELLA VISTA HIGH SCHOOL							
1855 PO-111528	03/30/2011	BRONCO-4/2		1 01-0000-0-5800-472-1801-1000-014-000 NN F			200.00	200.00
1856 PO-111529	03/30/2011	BRONCO-4/8		1 01-0000-0-5800-472-1801-1000-014-000 NN F			135.00	135.00
TOTAL PAYMENT AMOUNT							335.00 *	335.00
014056/00	BENDER, LINDA							
1864 PO-111536	03/30/2011	REIMB		1 01-6520-0-5210-472-5770-1110-003-000 N F			20.00	20.00
TOTAL PAYMENT AMOUNT							20.00 *	20.00
013988/00	BUTTES/CENTER STATE PIPE							
16 PO-110022	03/29/2011	S000125081.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P			70.47	70.47
TOTAL PAYMENT AMOUNT							70.47 *	70.47

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0053 03-31-2011  
 FUND : 01 GENERAL FUND

J12091 APY500 H.02.05 03/31/11 PAGE 2  
 << Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC	ABA num RES DEP T9MP	Account num	Liq Amt	Net Amount
010340/00	CALIFORNIA STATE DEPARTMENT OF							
107 PO-110105	03/30/2011	837194		1 01-0000-0-5800-110-0000-7200-004-000	NN P		96.00	96.00
TOTAL PAYMENT AMOUNT							96.00 *	96.00
010575/00	CAPITOL CLUTCH & BRAKE INC.							
373 PO-110310	03/29/2011	1126626		1 01-7230-0-4300-112-0000-3600-007-000	NN P		215.04	215.04
373 PO-110310	03/29/2011	1126421		1 01-7230-0-4300-112-0000-3600-007-000	NN P		275.22	275.22
TOTAL PAYMENT AMOUNT							490.26 *	490.26
017639/00	CDT INC.							
1248 PO-111034	03/30/2011	23055		1 01-0000-0-5800-110-0000-7200-004-000	NN P		197.00	197.00
TOTAL PAYMENT AMOUNT							197.00 *	197.00
020305/00	CDW GOVERNMENT INC.							
1656 PO-111360	03/30/2011	WPW2401		2 01-0000-0-4300-234-0000-2700-008-000	NN F		28.39	28.39
1656 PO-111360	03/30/2011	WPW2401		1 01-0000-0-5800-234-0000-2700-008-000	NN F		1,509.04	1,509.04
1771 PO-111457	03/30/2011	WSJ5897		1 01-3550-0-4300-472-1110-1000-014-000	NN F		8,836.59	8,125.60
TOTAL PAYMENT AMOUNT							9,663.03 *	9,663.03
014449/00	CENTER HIGH SCHOOL STUDENT							
1853 PO-111526	03/30/2011	1011-TENNIS BALLS		1 01-0000-0-4300-472-1801-1000-014-000	NN F		613.87	613.87
TOTAL PAYMENT AMOUNT							613.87 *	613.87
016927/00	CHW MEDICAL FOUNDATION-WHC							
1849 PO-111522	03/30/2011	16055038		1 01-7230-0-5800-112-0000-3600-007-000	NN F		65.00	65.00
TOTAL PAYMENT AMOUNT							65.00 *	65.00
021477/00	CUMMINGS, CATHY							
1852 PO-111525	03/30/2011	REIMB		1 01-3550-0-5200-472-1110-1000-014-000	NN F		131.58	131.58
TOTAL PAYMENT AMOUNT							131.58 *	131.58

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
010063/00		CURRICULUM ASSOCIATES INC											
1786 PO-111466	03/29/2011	90090559	1 01-5640-0-4300-601-9728-1000-017-080 NN F									343.00	343.00
1786 PO-111466	03/29/2011	90090559	2 01-6500-0-4300-102-5750-1110-003-011 NN F									12.06	14.67
			TOTAL PAYMENT AMOUNT				357.67 *						357.67
018951/00		DELL											
1720 PO-111411	03/30/2011	XF88156R7	1 01-0000-0-6500-106-9750-8500-007-928 NN P									995.58	995.58
1720 PO-111411	03/30/2011	XF86NNJ74	1 01-0000-0-6500-106-9750-8500-007-928 NN P									184.85	184.85
1720 PO-111411	03/30/2011	XF85X8D96	1 01-0000-0-6500-106-9750-8500-007-928 NN F									248.88	236.71
			TOTAL PAYMENT AMOUNT				1,417.14 *						1,417.14
020592/00		DEPARTMENT OF GENERAL SERVICES											
1895 PO-111559	03/30/2011	2626638	1 01-0000-0-5800-110-0000-7200-004-000 NN F									80.00	80.00
			TOTAL PAYMENT AMOUNT				80.00 *						80.00
015800/00		DISCOUNT SCHOOL SUPPLY											
1649 PO-111355	03/29/2011	D13589220101	1 01-6250-0-4300-601-0000-3110-017-238 NN F									251.70	254.36
			TOTAL PAYMENT AMOUNT				254.36 *						254.36
018277/00		EASTER SEAL SOCIETY OF CA. INC											
826 PO-1110695	03/30/2011	FEB	1 01-6500-0-5800-102-5750-1180-003-000 NN P									945.00	945.00
			TOTAL PAYMENT AMOUNT				945.00 *						945.00
015512/00		EMPLOYMENT DEVELOPMENT DEPT.											
1896 PO-111560	03/30/2011	942-1902-9	1 01-0000-0-9557-000-0000-0000-000-000 NN F									4,825.31	4,825.31
			TOTAL PAYMENT AMOUNT				4,825.31 *						4,825.31
019262/00		ENTERPRISE RENT A CAR											
1871 PO-111542	03/30/2011	D845630	1 01-0000-0-5810-472-1110-4000-014-915 NN F									91.66	91.66
1875 PO-111545	03/30/2011	D845682	1 01-6520-0-5810-472-5770-1110-003-000 NN F									91.66	91.66
			TOTAL PAYMENT AMOUNT				183.32 *						183.32

**GENERAL FUND**

Net Amount

GRAINGER W.M. INC.

1609 PO-111322 03/30/2011 9490612562

010602/00 HI-LINE ELECTRICAL & MECH

1851 PO-111524 03/30/2011 10095251

022326/00 HOLLIS, WENDY

017912/00 J.J. KELLER & ASSOC. INC.

1883 PO-111550 03/30/2011 008717262

016102/00 KAJLA, AMRIT

1832 PO-111518 03/30/2011 REIMB

020606/00 KLTAT, BEN

1891 PO-111556 03/30/2011 relmp

016042/00 L&H AIRCO

54 PO-110054 03/29/2011 5358

014822/00 LERNER PUBLICATIONS CO.

1597 PO-111350 03/30/2011 1005685

TOTAL PAYMENT AMOUNT

TOTAL PAYMENT AMOUNT

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TOTAL PAYMENT AMOUNT

TOTAL PAYMENT AMOUNT

TOTAL PAYMENT AMOUNT

688.82

1,350.89

131-98

06-555

461.93

51.27

433.23

96-551

687.27

68,05€

86-131

554-90

461-93

51-27

433.23

135-96

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0053 03-31-2011  
 FUND : 01 GENERAL FUND

J12091 APY500 H.02.05 03/31/11 PAGE 5  
 << Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	ABA num	Account num	Liq Amt	Net Amount
018407/00	MARCONE SUPPLY							
1842 PO-111515	03/30/2011	10356520		1 01-0000-0-4300-472-1209-1000-014-000 NN F			433.91	433.91
				TOTAL PAYMENT AMOUNT	433.91 *			433.91
011107/00	MY BINDING							
1738 PO-111434	03/30/2011	41128126		1 01-0054-0-4300-240-1110-1000-011-000 YN F			114.40	95.80
				TOTAL PAYMENT AMOUNT	95.80 *			95.80
				TOTAL USE TAX AMOUNT	8.38			
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
1814 PO-111492	03/29/2011	556477964001		1 01-5635-0-4300-601-1220-1000-017-000 NN F			345.83	390.41
1817 PO-111494	03/29/2011	556239929001		1 01-0000-0-4300-105-0000-7200-005-000 NN F			75.26	75.26
				TOTAL PAYMENT AMOUNT	465.67 *			465.67
022525/00	POST-IT LLC							
109 PO-110107	03/30/2011	DEC-JAN		1 01-0000-0-5800-110-0000-7200-004-000 NN P			180.00	180.00
				TOTAL PAYMENT AMOUNT	180.00 *			180.00
021401/00	PRACTI-CAL INC		200704949					
1861 PO-111534	03/30/2011	17715		1 01-5640-0-5800-103-0000-3140-003-000 NN F			56.64	56.64
				TOTAL PAYMENT AMOUNT	56.64 *			56.64
015197/00	PRENTICE HALL							
1723 PO-111414	03/29/2011	4020403303		1 01-0000-0-4100-106-9750-8500-007-928 NN F			4,443.34	4,443.34
1723 PO-111414	03/29/2011	4020403303		2 01-0000-0-4200-106-9750-8500-007-928 NN F			636.79	208.79
				TOTAL PAYMENT AMOUNT	4,652.13 *			4,652.13
017657/00	RENAISSANCE LEARNING INC.		391559474					
1837 PO-111511	03/29/2011	INV3776543		1 01-3010-0-4300-371-1110-1000-012-000 YN F			159.33	146.51
				TOTAL PAYMENT AMOUNT	146.51 *			146.51
				TOTAL USE TAX AMOUNT	12.82			



81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0053 03-31-2011  
 FUND : 01 GENERAL FUND

J12091 APY500 H.02.05 03/31/11 PAGE 6  
 << Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT	ABA num GOAL FUNC	Account num RES DEP T9MP	Liq Amt	Net Amount
010627/00		RIVERVIEW INTERNATIONAL TRUCKS						
1887 PO-111553	03/30/2011	729454		1 01-7230-0-4300-112-0000-3600-007-000	NN P		581.58	581.58
1887 PO-111553	03/30/2011	729320		1 01-7230-0-4300-112-0000-3600-007-000	NN P		4,356.10	4,356.10
TOTAL PAYMENT AMOUNT							4,937.68 *	4,937.68
016136/00		ROBERTSON, MICHELLE						
1860 PO-111533	03/30/2011	REIMB		1 01-3010-0-5800-103-1110-1000-003-940	NN F		149.94	149.94
TOTAL PAYMENT AMOUNT							149.94 *	149.94
022018/00		SACRAMENTO AUTOGLASS & MIRROR	680310211					
1830 PO-111503	03/29/2011	0580264		1 01-7230-0-4300-112-0000-3600-007-000	NN P		146.75	146.75
TOTAL PAYMENT AMOUNT							146.75 *	146.75
022398/00		SACRAMENTO COUNTY OFFICE OF ED						
1641 PO-111351	03/29/2011	111376		1 01-3010-0-5800-371-1110-1000-012-000	NN F		400.00	400.00
TOTAL PAYMENT AMOUNT							400.00 *	400.00
010266/00		SACRAMENTO COUNTY UTILITIES						
72 PO-110072	03/29/2011	50000918556		1 01-0000-0-5540-106-0000-8110-007-000	N P		521.53	521.53
72 PO-110072	03/29/2011	50000918485		1 01-0000-0-5540-106-0000-8110-007-000	N P		2,688.66	2,688.66
72 PO-110072	03/29/2011	50000918618		1 01-0000-0-5540-106-0000-8110-007-000	N P		369.71	369.71
72 PO-110072	03/29/2011	500008418859		1 01-0000-0-5540-106-0000-8110-007-000	N P		2,137.74	2,137.74
TOTAL PAYMENT AMOUNT							5,717.64 *	5,717.64
020981/00		SAVE MART SUPERMARKETS						
502 PO-110441	03/29/2011	2581637		1 01-0000-0-4300-601-9728-1006-017-000	NN P		85.94	85.94
503 PO-110442	03/29/2011	2582252		1 01-0000-0-4300-601-9728-1006-017-000	NN P		12.73	12.73
TOTAL PAYMENT AMOUNT							98.67 *	98.67
014786/00		SCHOOL SPECIALTY	390971239					
1464 PO-111208	03/30/2011	208105447674		1 01-6500-0-4300-102-5770-1190-003-000	NN F		281.64	253.49
1801 PO-111476	03/30/2011	308100879493		1 01-0000-0-4300-371-0000-2700-012-000	NN F		81.01	80.63
TOTAL PAYMENT AMOUNT							334.12 *	334.12

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0053 03-31-2011  
 FUND : 01 GENERAL FUND

J12091 APY500 H.02.05 03/31/11 PAGE 7  
 << Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
				FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
017106/00	SIA/VISION SERVICE PLAN							
	PV-111075	03/31/2011 APRIL		01-0000-0-9552-000-0000-0000-000	NN		5,172.95	5,172.95
				TOTAL PAYMENT AMOUNT		5,172.95 *		5,172.95
022546/00	SUMMIT SUPPLY							
	1873 PO-111543	03/30/2011 67514		1 01-8150-0-4300-106-0000-8110-007-000	YN F		257.38	239.00
				TOTAL PAYMENT AMOUNT		239.00 *		239.00
				TOTAL USE TAX AMOUNT		20.91		
016801/00	SUNRISE ENVIRONMENTAL		88-0126736					
	1859 PO-111532	03/30/2011 5222		1 01-7230-0-4300-112-0000-3600-007-000	N F		49.75	49.75
				TOTAL PAYMENT AMOUNT		49.75 *		49.75
021813/00	SUREWEST							
	85 PO-110085	03/29/2011 604800-0001		1 01-0000-0-5902-106-0000-8110-007-000	NN P		1,129.74	1,129.74
				TOTAL PAYMENT AMOUNT		1,129.74 *		1,129.74
019101/00	SURRYHNE, CAROL							
	1867 PO-111538	03/30/2011 REIMB		2 01-0000-0-5800-106-9750-8500-007-928	NN F		5.00	5.00
	1867 PO-111538	03/30/2011 REIMB		1 01-8150-0-5211-106-0000-8110-007-000	NN F		25.61	25.61
				TOTAL PAYMENT AMOUNT		30.61 *		30.61
016370/00	TWIN RIVERS UNIFIED SCH DIST							
	1847 PO-111520	03/30/2011 111974		1 01-0000-0-5810-371-1110-1000-012-915	NN F		213.00	213.00
				TOTAL PAYMENT AMOUNT		213.00 *		213.00
022179/00	US HEALTHWORKS							
	1508 PO-111244	03/30/2011 1852296-CA		1 01-0000-0-5800-110-0000-7200-004-000	NN P		58.00	58.00
	1508 PO-111244	03/30/2011 18574796-CA		1 01-0000-0-5800-110-0000-7200-004-000	NN P		58.00	58.00
	1508 PO-111244	03/30/2011 1860792-CA		1 01-0000-0-5800-110-0000-7200-004-000	NN P		78.00	78.00
				TOTAL PAYMENT AMOUNT		194.00 *		194.00

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	
016252/00		WALTON ENGINEERING INC						
1868 PO-111539	03/30/2011	64953	1 01-7230-0-5600-112-0000-3600-007-000 NN F			110.00	110.00	
TOTAL PAYMENT AMOUNT						110.00 *	110.00	
017313/00		XEROX CORPORATION						
120 PO-110112	03/30/2011	300029602	1 01-0000-0-5800-115-9790-8200-007-000 NN P			513.85	513.85	
120 PO-110112	03/30/2011	300029702	1 01-0000-0-5800-115-9790-8200-007-000 NN P			37,282.08	37,282.08	
589 PO-110518	03/30/2011	300029702	1 01-7220-0-5612-472-1110-1000-014-000 NN P			100.00	100.00	
590 PO-110519	03/30/2011	300029702	1 01-0000-0-5612-472-9769-1000-014-000 NN P			25.00	25.00	
592 PO-110521	03/30/2011	300029702	1 01-3550-0-5612-472-1110-1000-014-000 NN P			125.00	125.00	
593 PO-110522	03/30/2011	300029702	1 01-6500-0-5612-102-5001-2700-003-000 NN P			25.00	25.00	
594 PO-110523	03/30/2011	300029702	1 01-0000-0-5612-371-0000-2700-012-000 NN P			25.00	25.00	
632 PO-110537	03/30/2011	3000297022	2 01-6286-0-5612-103-4760-1000-003-000 NN P			50.00	50.00	
TOTAL PAYMENT AMOUNT						38,145.93 *	38,145.93	
TOTAL FUND PAYMENT						90,116.76 **	90,116.76	
TOTAL USE TAX AMOUNT						42.11		

ACCOUNTS PAYABLE PRELIST  
BATCH: 0053 03-31-2011  
FUND : 09 CHARTER SCHOOLS

J12091 APY500 H.02.05 03/31/11 PAGE 9  
 << Open >>

62

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0053 03-31-2011  
 FUND : 12 CHILD DEVELOPMEN FUND

J12091 APY500 H.02.05 03/31/11 PAGE 10  
 << Open >>

Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018143/00		CHILD DEVELOPMENT CENTERS INC						
950 PO-110807	03/29/2011	5030-211		1 12-6105-0-5800-100-8500-1000-005-000 NN P			52,939.41	52,939.41
				TOTAL PAYMENT AMOUNT			52,939.41 *	52,939.41
				TOTAL FUND PAYMENT			52,939.41 **	52,939.41
				TOTAL BATCH PAYMENT			143,545.63 ***	143,545.63
				TOTAL USE TAX AMOUNT			42.11	
				TOTAL DISTRICT PAYMENT			143,545.63 ****	143,545.63
				TOTAL USE TAX AMOUNT			42.11	
				TOTAL FOR ALL DISTRICTS:			143,545.63 ****	143,545.63
				TOTAL USE TAX AMOUNT			42.11	

Number of warrants to be printed: 55, not counting voids due to stub overflows.

AGENDA ITEM #

**XVI-1**

## *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site: Antelope View Charter School**

**Action Item**

**Date: April 1, 2011**

**Information Item X**

**To: Board of Trustees**

**From: David DeArcos**

**Principal's Initials:**

**SUBJECT:**

**WASC Visiting Committee Report**

AGENDA ITEM #

**XVI-1**

# **FOCUS ON LEARNING VISITING COMMITTEE REPORT**

## **ANTELOPE VIEW CHARTER SCHOOL**

**Grades 6-12**

**Antelope, California**

**February 27-March 2, 2011**

**Buzz Breedlove, Chair**  
**Executive Director, John Muir Charter School**

**Laura Beaton**  
**Education Specialist, Plumas Charter School**

**Susan Domenighini**  
**Principal, William Finch Charter School**

## Chapter 1: Introduction

The Center Joint Unified School District (CJUSD) first chartered Antelope View Charter School (AVCS) in 2000 as a dependent K-12 charter school. It began as a home-schooling program for families seeking an alternative to existing local schools. Three school staff began serving 38 students, most of whom were from Russian and Ukrainian families. Over the years, enrollments at AVCS have varied, reaching a high of 484 students in 2004-05. The school has also operated out of several locations and has used various independent-study and classroom-support configurations.

**Well Maintained School Site Serving 160 Students.** In Spring 2006, AVCS moved into its current location. A former junior high school, the site has exceptionally well-maintained buildings and grounds in a park-like setting adjacent to Center High School. The district renewed the AVCS charter on July 1, 2007. The school now serves a total of 160 students in grades 6 through 12. Figure 1 shows the distribution of AVCS students by grade level for three years. Figure 2 shows the distribution of students by race and ethnicity this year.

Figure 1

<b>Enrollment by Grade by School Year</b>			
<b>Grade</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
6 <sup>th</sup>	4	9	13
7 <sup>th</sup>	20	18	18
8 <sup>th</sup>	30	23	32
9 <sup>th</sup>	44	21	33
10 <sup>th</sup>	42	37	17
11 <sup>th</sup>	38	40	35
12 <sup>th</sup>	20	18	25
<b>Total</b>	<b>198</b>	<b>166</b>	<b>173</b>

Figure 2

<b>Distribution of AVCS Students by Race and Ethnicity 2010-11</b>					
<b>Caucasian</b>	<b>Hispanic</b>	<b>African American</b>	<b>Asian</b>	<b>Filipino</b>	<b>Pacific Islander</b>
65%	19%	11%	1%	2%	1%



Although founded with the intent to serve a significant Russian and Ukrainian immigrant population, now English is the primary home language for 86 percent of students. Russian (5 percent), Ukrainian (4 percent), Spanish (3 percent), and Tagalog (1 percent) account for the other home languages of AVCS students.

**Hybrid Independent-Study and Classroom-Based School.** The students undertake independent study on coursework assigned and evaluated by AVCS teachers. They also attend scheduled classes and counseling sessions at the school. Students who demonstrate sufficient interest and ability to work more independently (currently 12 students) meet with their consulting teacher only, at least once per week. Figure 3 on the following page briefly describes the scheduling for AVCS students

**AVCS Staff.** The AVCS staff is led by Principal David DeArcos, who splits his time 50/50 between AVCS and the district's McClellan High School three miles from AVCS. His staff consists of five full-time-equivalent classified personnel and nine full-time credentialed teachers. Averaging nearly four years on staff at AVCS and over 14 years in the profession, all AVCS teachers meet federal standards for highly qualified teachers.

**School Resources.** The school has a wide variety of resources including standards-based textbooks and other materials reflecting the interests and needs of the students. Classrooms are well equipped, and the school has functional computer and chemistry/science laboratories. The school also employs substitutes to augment its professional staff.

**Parent and Community Support.** Parents and the community are very supportive of the students, staff and school programs. The CJUSD offers students at AVCS access to extracurricular activities, elective courses and college preparatory courses. The school also assists students in attending college courses at the local community college. Academic programs exist for students of varying abilities and interests, including Special Education. The school administered student, parent and staff surveys as a part of the self-study process and obtained a high percentage of responses. A significant majority of students, parents and staff expressed satisfaction with AVCS services to students and families.

## **Student Performance Data**

**API and California Standards Tests.** It is difficult to assess a school like AVCS based on the state's Academic Performance Index (API) metric. This is because independent-study schools like AVCS are schools of choice for many students that have not succeeded in more traditional schools. Using these data to compare AVCS performance from year to year is also difficult. This is because AVCS, like many alternative schools, experiences significant turnover in its student body each year. The "similar schools" index, while attempting to control for various socio-economic factors,

**Figure 3**  
**AVCS Independent Study/Classroom Sample Schedule**

		Grades 6, 7, 8		Grades 9, 10, 11, 12 (example for a 10th grader)	
	Monday	Tuesday/Thursday	Wednesday/Friday	Tuesday/Thursday	Wednesday/Friday
<b>At School Site</b>					
<b>8:25 - 8:55</b>	Independent study on Monday off-campus for all students. Staff meetings and preparation on campus on Monday.	Consultation with teachers.		Independent study in computer lab for 9th-11th graders. 12th graders meet with consulting teachers either M/W or T/Th.	
<b>9:00 - 9:50</b>		Math	English	Geometry	Art
<b>9:55 - 10:45</b>		Science	Social Studies	Chemistry	Health
<b>10:55 - 11:45</b>		Elective	P.E.	World History	English
<b>11:50-12:20</b>				Home or graduation assistance class as needed.	Home or graduation assistance class as needed.
<b>1:00 - 1:45</b>		Teachers hold office hours. Mandatory and voluntary tutoring.			
<b>1:45 - 3:15</b>	Teachers meet with students and/or parents <sup>a</sup> upon request or as needed.	Independent studies based on modules assigned by teachers (including 1 hour P.E. on M, Tu, Th)		Full independent-study students <sup>b</sup> (currently 12 students) meet either Tuesday or Thursday as assigned with consulting teacher, or more frequently as needed. Students behind in units for graduation attend "graduation assistance" classes. (Usually one or two courses per credit-deficient student.)	
<b>Afternoon and evening: Home and Off Campus</b>				After 1:45, Independent studies based on modules assigned by teachers.	

**Notes:**

<sup>a</sup> AVCS administrators and teachers are available for parent consultations virtually at all times.

<sup>b</sup> In the AVCS hybrid classroom-supported independent-study model, students work independently approximately 80 percent of their academic hours at home (or off school grounds) and approximately 20 percent of their hours with teachers in regularly scheduled individual or small-group consultations and in regularly scheduled classrooms. "Full independent-study" students (currently 12 students) regularly meet once per week, or as needed, with their consulting teacher. The school allows full independent study for students based on substantial evidence that the studentys will excel without more intensive in-class support.

does not account for differences of student skills between traditional and alternative schools. That is, some alternative schools attract students with greater academic challenges away from more traditional schools. With very few middle school and high school students compared to most other schools, school-wide average assessment scores are also much more sensitive to high and low scores of individual students, whether such extremes accurately reflect the actual skill levels of such students. We therefore recommend that the reader consider the data in Figures 4 and 5 below with these factors in mind.

**Figure 4**  
**Academic Performance Index (API)**  
**For AVCS**

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Growth API</b>	681	670	664	686
<b>Base API</b>	594	681	669	664
<b>Actual Change</b>	87	-11	-5	22
<b>Targeted Change</b>	10	6	7	7
<b>Met Target for School</b>	Yes	No	No	Yes
<b>Statewide Rank</b>	4	3	3	3
<b>Similar Schools Rank</b>	8	4	1	1

**Figure 5**  
**Proficiency Rates of AVCS Students**  
**Based on California Standards Tests – English**

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Below or Far Below Basic</b>	31%	19%	26%	25%
<b>Basic</b>	34%	41%	32%	34%
<b>Proficient or Advanced</b>	35%	41%	42%	41%

**Figure 6**  
**Proficiency Rates of AVCS Students**  
**Based on California Standards Tests – Math**

	2006-07	2007-08	2008-09	2009-10
<b>Below or Far Below Basic</b>	44%	39%	41%	46%
<b>Basic</b>	43%	35%	36%	39%
<b>Proficient or Advanced</b>	13%	26%	23%	14%

**High School Exit Exam.** The passing rate of AVCS students on the California High School Exit Exam (CAHSEE) has increased steadily over time. As Figure 7 shows, 100 percent of students taking the English Language Arts (ELA) section of the CAHSEE this year passed, while 14 of 15 students passed the Math section. The average first CAHSEE scores for 10<sup>th</sup> graders at AVCS (382 ELA and 379 Math) are comparable to the first efforts of 10<sup>th</sup> graders statewide in 2006<sup>1</sup> (383 ELA and 384 Math).

**Figure 7**  
**AVCS Pass Rates**  
**California High School Exit Exam (CAHSEE)**

	2007-08	2008-09	2009-10	2010-11
<b>Math</b>	76%	85%	91%	93%
<b>ELA</b>	83%	78%	89%	100%

Students that have not passed the CAHSEE on their first attempts in 10<sup>th</sup> grade at AVCS have increased their scores significantly on subsequent attempts. Students that did not pass the ELA section on their first tries at AVCS over the years improved their scores by an average of 25 points between 10<sup>th</sup> and 11<sup>th</sup> grades. This compares to an average increase statewide of 14 points from 10<sup>th</sup> to 11<sup>th</sup> grades. AVCS students improved on the Math section by an average of 22 points from 10<sup>th</sup> to 11<sup>th</sup> grades. Students statewide improved on the Math section by an average of 7 points.

The CAHSEE-improvement data for AVCS represent only 15 tests (most students have passed on their first attempts), whereas the state CAHSEE-improvement data represent 84,000 tests. Nevertheless, the improvement in CAHSEE scores at AVCS suggests that the school is helping students improve their ELA and math skills significantly, perhaps at faster rates than is typical at other public schools in California.

<sup>1</sup> The chair of the visiting committee several years ago obtained from the California Department of Education all CAHSEE scores for 10<sup>th</sup> graders in California public high schools in 2006 and all 11<sup>th</sup> graders on their next subsequent attempts in 2007.

## **Chapter II: Progress Report**

WASC awarded AVCS a six-year accreditation in 2005, with a three-year mid-term site visit in 2008. Following WASC's mid-term review, it extended the accreditation of AVCS to 2011.

### **Update on Responses to 2005 Visiting Committee Findings**

In its review of AVCS, the 2005 visiting committee identified five critical areas for follow-up. As the 2008 visiting committee noted, the first two of these recommendations became moot when, in 2006, AVCS discontinued services at satellite school sites in the southern and Oak Park areas of Sacramento and eliminated grades K-5.<sup>2</sup> We update below the 2008 visiting committee's findings of the last three recommendations from the 2005 visiting committee report.

**2005 Visiting Committee Recommendation #3:** The 2005 visiting committee recommended that AVCS:

*Initiate a strategic plan that addresses the needs of struggling students, incorporates rigorous school and state standards, and increases the level of parent support to meet the instructional needs of students.*

The 2008 visiting committee found that AVCS had implemented the AERIES student information system. The committee found that the program offered many tools to help students, teachers, and parents track student progress and that teachers were using it well. The 2008 visiting committee recommended that AVCS survey students and parents to determine whether they were using AERIES.

Based on its review of this issue, the 2011 visiting committee finds that AVCS teachers and staff use AERIES extensively to track student attendance and academic progress. Each Monday, teachers enter data on student productivity and they provide printed progress reports to each student in each class. Students routinely use the reports to manage their time and adjust their study habits.

Parents and students are able to enter AERIES from any Internet-connected computer using the program's "Homelink" feature. Students and parents can track student progress in each class and obtain other school information. Teachers and staff track such inquiries to assist them in communicating with students and parents.

The school continues to support parents in using Homelink. For example,

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<sup>2</sup> The two moot recommendations were: 1. *Develop a strategic plan to better integrate satellites.* 2. *Distribute resources among the sites to ensure equity and consistency in meeting student needs.*

AVCS surveyed students, parents and staff to help improve the usefulness of Homelink. The school plans next year to implement “Parent U” training sessions at the school to help more parents use Homelink. The school communicates with parents in many other ways, too. Teachers and staff make many phone calls, send many emails, and frequently send progress reports home to parents. Parents appreciate the many opportunities they have to meet with teachers and staff.

The 2008 visiting committee also noted that AVCS had:

- Increased the time students spend in class with teachers on each subject and to obtain academic counseling.
- Provided new standards-based textbooks and supplementary materials for all students, including specialized materials for students struggling in language arts and mathematics.
- Ensured that all college-preparation courses align with the University of California’s “A-G” requirements.
- Expanded its science curriculum to include on-site lab requirements.

The 2011 visiting committee finds that AVCS has continued to refine these program enhancements.

**2005 Visiting Committee Recommendation #4:** The 2005 visiting committee recommended that AVCS:

*Continue to align all course modules with the ESLRs and state content standards and augment the modules with additional and appropriate hands-on learning strategies and resources to include on-site lab experiences.*

The 2008 visiting committee found that AVCS had adopted a wide array of strategies to help students, particularly those that struggle. That committee noted that these strategies include various and ongoing student assessments to identify learning needs and progress. It also noted that AVCS involves students, teachers, and parents in the evaluation and intervention process. As noted above, the 2008 committee also found that AVCS had enhanced its curriculum and added hands-on laboratory sciences to its curriculum.

The 2011 visiting committee finds substantial evidence that AVCS incorporates its expected school-wide learning results (ESLRs) and state content standards into lesson planning and delivery. AVCS adopts a school-wide ESLR theme for each four-week curriculum “module.” Teachers then embed elements of the ESLRs in their assignments and instruction across all of their courses to help students appreciate how academic disciplines relate in significant ways.

AVCS still struggles to provide enrichment courses, electives, and extracurricular activities for students, largely due to budget constraints. Through a Memorandum of Understanding with the CJUSD, the district allows AVCS students to enroll in elective classes at neighboring Center High School when space is available. Center High School does not allow AVCS students to participate in its sports programs.

**2005 Visiting Committee Recommendation #5.** The 2005 visiting committee recommended that AVCS:

*Develop a process for compiling and analyzing student achievement data from multiple sources to improve student academic success on the content and performance standards.*

The 2008 visiting committee found that AVCS had implemented the AERIES student information system and that teachers and staff were using the system to inform program and teaching activities. It also found that AVCS had “designed a series of reviews that incorporated academic performance policy compliance, and parental support to target intervention.” The 2008 visiting committee also recommended that AVCS “...consider focusing on matched longitudinal analysis of data (both standardized and pre/post criterion based measures) to verify that students are making adequate progress in an independent study program.”

The 2011 visiting committee confirms the findings of the 2008 visiting committee. As we discuss later, AVCS can and should more fully develop its capacity to evaluate school-wide progress by comparing various assessment data of each student over time. By measuring the academic progress of each student, and then evaluating average student gains as a function of initial skill levels, the school might more clearly assess its school-wide progress. This is particularly important because state measures of school performance do not necessarily reflect performance of schools like AVCS that, for example, have relatively few students.

### **Additional Findings of the 2008 Visiting Committee**

In addition to the findings that the 2008 visiting committee made about AVCS’s response to the 2005 visiting committee’s recommendations, the 2008 committee also made the following recommendations:

**Professional Learning Communities.** The 2008 visiting committee recommended that:

*AVCS continue to use “Professional Learning Communities” as leverage for improving internal and external communication in addition to building*

*professional skills to refine curriculum and improve pedagogy.*

This one sentence is the only mention of this issue that the 2008 visiting committee made in its report. The 2011 committee, therefore, does not have sufficient information about the 2008 committee's meaning to evaluate an AVCS response.

We do find, however, that individual teachers have availed themselves of professional development opportunities, such as a National Art Education Association Conference, a website development course through the University of California, the state Beginning Teacher Support and Assessment program, a certification program in Ukrainian/Russian language, and safety trainings.

Although AVCS identifies professional development as an area for improvement, budget and time constraints have limited these opportunities. The CJUSD Superintendent has invited and encourages AVCS staff to attend district-wide professional development in-service days. This will be a source of ongoing professional development for AVCS staff.

**Work Collaboratively.** The 2008 visiting committee recommended:

*That all stakeholders work together collaboratively to maximize learning with reduced resources.*

This one sentence is also the only mention that the 2008 committee made of a possible collaboration issue.

The 2011 committee finds, though, that cooperation among AVCS teachers and staff is exemplary. They meet as a team each Monday, for example, to coordinate instructional strategies and administrative tasks. They also discuss individual students and collaborate on ways to provide additional help for students with demonstrated needs. Teachers also enthusiastically eat lunch together in the staff lunchroom, building rapport and talking productively about school in the process.

Parents generally are satisfied with the amount and quality of communications with teachers and staff. The school promotes a model it calls the "academic triangle" of students, staff and parents. The school promotes this model to address each student's needs. In some cases, parental involvement is not as strong as the school would like it to be. The school is working to expand involvement among parents. This is the first year, for example, that AVCS held three separate orientations for parents of 8<sup>th</sup>, 9<sup>th</sup> and 12<sup>th</sup>-grade students. Attendance for parents of 12<sup>th</sup> graders was virtually 100 percent.

**Technology Resources.** The 2008 visiting committee recommended the:



*School expand its use of technology resources to move learners into the 21st century. For example, the school might explore web-based applications for building e-portfolios and using available resources for web and podcasting.*

This one sentence is the only mention in the 2008 visiting committee report of a possible technology issue at AVCS. The 2011 committee therefore cannot determine how well AVCS has responded to the 2008 recommendation.

The 2011 committee finds that AVCS has 26 computers in its computer laboratory and a full-time and very accomplished information-technology manager. The school might soon need to replace these computers, however, to accommodate current software technology. Use of technology in classrooms generally is limited to projection of computer images by the teacher. Students have full access to the computer lab, and student use of computer technology for some assignments is common. The school offers a digital-arts class, for example, and also assists students in publishing the school yearbook using computer software. As resources become available, we recommend that AVCS consider updating computers in the computer lab and installing some computers in classrooms. This would allow teachers to more easily integrate computer programs and Internet resources into classroom activities.

### **Chapter III: Self-Study Process**

Based on our interviews of the principal, staff and teachers, we find that the AVCS Self Study is a product of substantial collaboration and thought. The school has been taking action to improve over the years based in part on prior WASC reports, and the school formally began planning for its 2011 Self Study in the spring of 2010. During this process, for example, the AVCS staff:

- Brainstormed on critical areas of academic need
- Evaluated ways to improve completion-rates for student assignments
- Analyzed student-performance data and discovered, for example, that the number of D's and F's correlated highly with lower standardized test scores.

Since prior WASC visits, AVCS has taken action to improve student outcomes based on data and analyses. We saw clear evidence, for example, that as a result of its introspection, AVCS:

- Implemented preparation classes for students at risk of not passing the California High School Exit Exam (CAHSEE).
- Differentiated reading instruction in junior high classes based on reading assessment data.
- Plans to implement specific strategies to address learning challenges of 9<sup>th</sup> graders.

Parents were not as involved in the self-study process as AVCS had hoped they would be. The school scheduled meetings for parents, for example, that were not well attended. To ensure broad participation among all stakeholders, AVCS separately surveyed students, parents, and staff. The AVCS tailored the wording of the same survey question to best match these three audiences. The school analyzed the survey results, and it has used them to inform its plans. It conducted one survey last spring, and surveyed non-respondents again this fall.

Teachers and staff evaluated AVCS programs and outcomes based on WASC's self-study criteria and generated its action plan in a series of meetings in the fall. Through its self-study process, AVCS identified numerous school-wide issues that it is evaluating, and on which it is taking action. These include, for example:

- Expanding student access to field trips, ROP, work experience, online classes, and college enrollment.

- Finalizing standards and documentation for curriculum and grading for all AVCS courses
- Expanding orientation for parents
- Adjusting on-campus class and consultation schedules to better meet student needs
- Surveying parents to increase volunteerism
- Adopting Renaissance STAR Math and Reading assessments to measure individual student progress, and improve literacy, English Language Arts, and math programs
- Soliciting local residents and businesses to mentor students, provide job-shadowing opportunities, and support community service projects of AVCS
- Expanding student governance.

The visiting committee finds significant evidence that the AVCS self-study process was inclusive of all staff (and students and parents formally through surveys), and that the process is central to an ongoing process of improvement at the school.

## **Chapter IV: Quality in AVCS Programs**

### **Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**

*A1: To what extent does the school have a clearly stated vision or purpose based on its students' needs, current educational research, and the belief that all students can achieve at high levels?*

The AVCS vision is "To offer personalized learning opportunities focusing on the success of each student through respect, support and accountability from all of the stakeholders supporting them."

AVCS is clear in its vision and AVCS implements it very well. Teachers and staff know well each student, and together they attend to each student's needs. When a student fails to turn in assignments, does not give school his or her best effort, or faces personal challenges, teachers collaborate to assist the student quickly. Teachers confer with parents when doing so. Parents praise the school for the personalized, caring and rigorous education it provides their children. Students express their appreciation for small classes, attentive teachers, and respectful school mates. Comments like "I've never had teachers get to know me so well as here at AVCS" are common.

*A2. To what extent is the school's purpose supported by the governing board and the central administration. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?*

*To what extent does the governing board delegate implementation of these policies to the professional staff?*

The visiting committee met with a Center Joint Unified School District Board member and the CJUSD Superintendent. They strongly support AVCS, and appreciate the services that AVCS provides to students and families. While fulfilling its obligations as the chartering agency, CJUSD respects the school's authority under its charter to manage itself and to provide a classroom-supported independent-study program in innovative ways. When state budget cuts reduced AVCS funding, the district superintendent consulted with AVCS staff and teachers, encouraging them to decide for themselves the best way to meet their goals with reduced resources.

*A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of*

*the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?*

*To what extent does the governing board delegate implementation of these policies to the professional staff?*

The CJUSD Board delegates authority to the superintendent to monitor and support all aspects of AVCS. The school pays 3 percent of its revenue to the district for business and other services and 3 percent to the district for use and maintenance of school facilities and general oversight. This promotes frequent, strong and mutually supportive relationships between the district and AVCS. The superintendent and AVCS principal meet every Monday to discuss school and district matters, and the superintendent often visits the school to meet with teachers and staff.

*To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?*

Every five years, the board considers the school's application for renewal of its charter, which it most recently approved in March 2007. The board's resolution approving the AVCS charter in 2007 says, in brief part:

*Be it further resolved that the Center Unified School District Board of Trustees retains ultimate responsibility for the oversight and governance of Antelope View Charter School.*

*Be it further resolved that Antelope View Charter School is a district school and is subject to all board policies unless specifically waived [by] the governing board of Center Unified School District.*

The AVCS will be submitting its application for renewal to the board for approval in 2012.

Current AVCS teachers and staff made a formal presentation about AVCS at a board meeting in each of the previous two years, and the principal anticipates that these annual briefings will continue. The visiting committee recommends that the board and the school continue regularly scheduled annual, or more frequent, briefings as prescribed in the board's policy for independent-study schools (Board Policy No. 6158). This will ensure that the board remains current with AVCS achievements and challenges and it likely will foster public familiarity with AVCS as an option for their children.

Members of the board also visit AVCS on a rotating basis.

*A3. To what extent based on student achievement data, does the school*

*leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?*

The AVCS principal, teachers and staff continue to expand their mastery of AERIES, the school's information management system, and they use it intensively. At the Monday staff meeting, the principal, teachers, and staff make frequent reference to historical and current data that describes, for example:

- Student attendance trends and students with attendance deficiencies,
- Student progress in satisfactorily meeting work-completion schedules,
- Schoolwide grade trends and students that are performing below expectations,
- Schoolwide performance on state assessments.

The principal and staff reference these data often and the school clearly takes actions using these data to improve programs. In response to lower-than-desired scores on the California High School Exit Exam (CAHSEE), for example, AVCS implemented specific CAHSEE-intervention classes. Teachers also cite assessment data when describing how and why they have developed curriculum and instruction strategies.

*To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?*

The AVCS Action Plan is a living document. The principal, staff and teachers are actively involved in its creation and maintenance. In preparing its Self Study, the AVCS staff deliberated frequently, even naming the day of special attention to its planning "WASC Fridays." This process of introspection and planning will continue as the school prepares its application to renew its charter, which it demonstrates by changing its mantra for Fridays from "WASC Fridays" to "Charter Fridays." The school's Self Study accurately represents this thorough and ongoing process.

*A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?*

*A5. To what extent is leadership and staff involved in ongoing professional development that focuses on identified student learning needs?*

The ACVS staff is fully qualified to educate students under the hybrid classroom-supported independent-study model. Their professionalism,

compassion, hard work, resourcefulness, and collegiality help students succeed, often at faster rates than ever before. Key to the faculty's success is its high level of collaboration, which fosters cross-fertilization of curricula and instructional strategies. Staff members clearly help one another develop as professionals.

Current budget constraints prevent AVCS from systematically involving all staff in outside professional-development opportunities, although staff members continue to pursue training on an ad hoc basis (e.g., credentialing for Russian/Ukrainian instruction, website development, and a national art conference). The district also invites and encourages staff to attend district in-services. We recommend that the AVCS staff avail themselves of such opportunities when they would help them.

We further recommend that AVCS offer to share their successful education strategies to their district peers at in-services or other training sessions sponsored by the district. Much of the innovative curriculum, instructional strategies, and student-support services that AVCS uses could be of significant interest and value to its district colleagues, whether they are in alternative or more traditional school settings.

*A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?*

*A7. Has the charter school's governing authority and the school leadership executed responsible resource planning for the future? Is the charter school solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?*

*A8. Has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?*

Reductions in state funding are straining school budgets. Facing budget constraints, AVCS is managing its programs and operations carefully. The district superintendent has met with AVCS staff to discuss budget challenges, and encouraged them to craft responses that best promote the success of students and protect the long-term viability of the school. The school principal and staff have worked closely together to do just that.

The school's budget officer and the district's budget director work closely on a regular basis to track and manage school funds. With total resources of \$1.08 million in 2009-10, AVCS ended the year with a reserve of \$6,263, or 0.5 percent

of revenues and expenditures. The school projects that for 2010-11, it will receive \$1.09 million in resources, and end the year with reserves of \$10,940, or 1 percent of expenditures.

With much uncertainty in state school finances ahead, AVCS and other schools could face more significant budgetary challenges. The AVCS principal and his staff are tracking state funding possibilities closely and are evaluating possible implications for AVCS staffing and support. Although AVCS has ended the past two years with slight reserves, we are confident that AVCS will allocate available funds in the best interests of students and the long-term viability of the school. We recommend that the district and AVCS continue to monitor school enrollment, resources, expenditures and balances very closely, and that they continue to evaluate short-term and long-term budget options regularly.

We particularly urge the district and AVCS to work together to inform the community of *all* education options within the district, including the schools chartered by the district. In our meeting with parents of AVCS students, the parents all said that they had not learned of the school through their contacts with CJUSD schools or CJUSD materials. They noted, for example, that although representatives of the district's Wilson Riles Middle School advised parents of grade-school students about transition into middle school, AVCS was not present to describe the AVCS option. Similarly, although Center High School representatives advised parents of middle-school students about transition into high school, AVCS was not present to describe the AVCS option. Parents of AVCS students said that they had learned about AVCS from friends or by surfing the Internet, and many regretted that they had learned about AVCS only after their child had faced academic or social challenges in other schools.

By better informing parents of all middle school and high school options at all time, parents would be better prepared to select the school that they believe best meets the needs of their students. This would help parents both when their children are transitioning from lower grades and when their children are not thriving in their current schools.

By advising parents better about all school choices within the CJUSD community, both AVCS and the district might gain enrollments. Much of AVCS, and perhaps CJUSD, enrollment comes from outside the CJUSD jurisdiction. As local students and parents learn more about all education options offered in the CJUSD community, families outside the community likely will hear more about those options.

**Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.**



1. AVCS has a clear vision that it pursues with passion and skill.
2. The CJUSD Board and Superintendent value AVCS and its service to the community, and respect the school's ability to make appropriate education decisions.
3. The skilled and committed AVCS staff members collaborate extensively in the best interests of each student.

**Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.**

1. AVCS staff should continue to make formal presentations at least annually to the district board to help it sustain its support for and trust in the school, and to help the public learn about the services AVCS provides to students and their families.
2. In times of reduced school funding, AVCS must continue to work collaboratively in developing strategies to sustain its high-quality programs, and the school should continue to work closely with the district to maintain a balanced budget.
3. The CJUSD should provide information to the community about *all* education options within the district, including charter schools, to ensure that parents have the opportunity to place their children in a school that best meets their needs. This likely will help AVCS and the district increase enrollments.

## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

***B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?***

***To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?***

AVCS requires *all* students to participate in the school's curriculum, which the committee finds to be rigorous, relevant and coherent. The AVCS curriculum helps students achieve standards the state expects for students—standards the AVCS embeds in its ESLRs.

Teachers address state standards and ESLRs in all of their curriculum and teaching. Their curricula include textbooks aligned to state core standards for all grade levels. Assignments in each four-week module reflect textbook content, and the teacher augments the textbooks with a wide array of supplementary materials.

AVCS staff works with the district curriculum director and other off-site resource staff to ensure that AVCS curriculum is rigorous and relevant, and that it meets state, district and county standards. Each four-week instructional module consists of individual assignments. Within each module, AVCS describes the correlation between the assignments and the ESLRs.

The school has a standard process for ensuring that students complete all assignments and modules to AVCS standards. We observed teachers and students planning the course of study in classes (assignment scheduling and school expectations) and teachers working with individual students to assign, track, assess, and remediate the student's products. One of AVCS key strengths is the frequent and personalized attention that students receive from consulting and classroom teachers.

AVCS staff members review school ESLRs each August to establish consistent approaches in content, themes, and pacing. This focus of staff on the ESLRs keeps the curriculum fresh and targeted on student needs. The visiting committee commends AVCS for this constant attention to its ESLRs and curriculum.

The school's staff has used an ESLR planner to create cross-curricular themes for each four-week module. These themes include topics such as *technology* and *world citizenship*. The math teacher demonstrated the cross-curricular theme of *world citizenship* by asking students to make calculations using demographic data from a wide variety of countries. Similar techniques were seen in other classes as well.

*B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?*

Based on our interviews with students, teachers, and the school counselor, it is clear that students are aware of the available educational options. The counselor reviews each student's testing and credit information prior to enrolling them in specific classes.

The school assigns each teacher to a small group of students to consult with them on academic, personal and social matters. All teachers have consultant responsibilities as well as their classroom-instruction duties. Students have frequent and regular meetings with their consulting teachers, who review each student's progress in all course work. They advise them about options within the school's curriculum, and about education opportunities outside of AVCS (e.g.,

community college, Center High School, and job shadowing).

Teachers communicate with their peers extensively, on general-education and individual-student matters. This ensures that teachers, in both their consulting and classroom roles, help students effectively pursue academic, personal and school-to-career goals.

*B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?<sup>3</sup>*

AVCS provides sufficient courses and support for its high school students to graduate within four years. Through its excellent ongoing one-on-one consultations with students, school staff, students and parents remain constantly current with each student's graduation progress.

Whenever a student falls behind in any course, the consulting teacher advises the student. The consultant communicates regularly in person and through AERIES, the school's information management system, with the student, other teachers, school leaders, and parents.

Whenever students are at risk of or are falling behind, the school quickly takes action. The school conducts, for example, CAHSEE preparation classes for students that have not yet passed the exit exam. It is now also enrolling 9<sup>th</sup>-graders students in this class if they fail to exceed a specific grade-equivalent score on the Renaissance STAR Reading and Math assessments. The school also enrolls students in a "Grad Assist" class if the student is at risk of not graduating.

AVCS excels in the presentation of core subject matter. All teachers at AVCS teach subjects for which they have a specific California credential (high school subject credentials for high school classes or K-8 multiple subject credentials for middle school). The school clearly complies with the federal No Child Left Behind Act (NCLB) requirements for "Highly Qualified Teachers."

It is AVCS's practice to offer elective courses at AVCS only if the AVCS teacher has a California credential in the specific subject covered in the elective course. If AVCS does not have a teacher specifically credentialed for a particular course, students can only take such a course elsewhere if available (e.g., community college or Center High School), and if they can find the time and transportation to take it. Very few students take courses at Center High School (e.g., choir) or community college (e.g., Spanish). We nevertheless applaud the principals of Center High and AVCS for collaborating on this matter, and the community college for welcoming AVCS students.

Although the paucity of elective courses does not appear to limit

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<sup>3</sup> The visiting committee interprets this question that WASC poses to mean, "Does the high school provide sufficient academic and other services to allow students to graduate within four years?"

graduation chances, it occasionally requires students to take the same elective courses more than once to earn sufficient elective credits to graduate. Several parents and students told us their concerns about the lack of elective offerings.

AVCS could increase elective-course offerings by allowing teachers to teach elective courses for which they are not credentialed. Federal and state laws allow schools to do so. The AVCS Charter and the MOU between AVCS and CJUSD explicitly allow for this to occur. Specifically, these two documents say:

**AVCS Charter.** The AVCS charter states that AVCS “will ensure that teachers in the School hold a Commission on Teacher Credentialing certificate or other document equivalent to that which a teacher in other public/charter schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college-preparatory teachers.”

**MOU between CJUSD and AVCS.** The MOU says “AVCS may elect to: .... d. Review applications and select candidates for interview based on the flexibility of credentialing criteria under California Charter, Rural, and Small School Requirements.”

Perhaps schools benefit when subject specialists rather than non-specialists teach elective courses. We find that AVCS students would benefit from additional elective courses, though, even if taught by non-specialists. This is particularly true at AVCS, because of the close and frequent interactions between students and their consulting and course teachers. We confidently say that the independent-study students and their teachers at AVCS are resourceful enough to find or develop curriculum for possibly many elective courses (e.g., culinary arts, photography, theatre arts, business, mechanics, foreign languages, etc.). They are also skilled enough to guide and instruct students. They might even tap outside resources to support them in doing so (e.g., volunteer presentations or mentoring by chefs, photographers, community-theater members, business operators, mechanics, and Rosetta Stone, etc.).

We recommend, therefore, that AVCS expand its elective offerings by allowing teachers to teach elective courses for which they are not specifically credentialed.

**Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.**

1. AVCS provides high quality curriculum through an innovative hybrid model.
2. AVCS clearly correlates its curriculum with school ESLRs and state content standards, and maintains consistent and high standards for course assignments and grading.

3. AVCS connects its curriculum across content areas by promoting ESLR themes in all courses each month.

**Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.**

1. AVCS should increase the provision of all types of electives by allowing teachers to teach and manage courses in subjects for which they are not specifically credentialed.

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

AVCS uses a hybrid classroom-supported independent-study model. (Please see Figure 4 on page 4 for a summary of the AVCS model.) The school, which started as a home-schooling program, evolved into this hybrid because it found that many if not most of its independent-study students benefit from:

- More frequent than weekly contact with consulting and classroom teachers
- Structured classroom instruction that supports the student's independent studies
- Social interaction with fellow students

Students at AVCS spend roughly 80 percent of their academic time learning independently and with parents, and roughly 20 percent of their time at school under the direct guidance of teachers. (Currently 12 students follow a more common independent-study model, in which they meet with their consulting teacher once per week and do not routinely attend on-site classes. The school requires such students to consistently meet specific performance criteria to be this independent.)

*C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?*

AVCS provides a quality education designed to meet the needs of an educationally diverse student population. Staff design and deliver course assignment modules that clearly address school ESLRS and state content standards.

*C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?*

We observed teachers connecting their instruction with student experiences and the outside world, using technology, and challenging students with complexity.

One teacher, for example, asks students to be crime scene investigators as they analyze craftily constructed clues in piecing together events in history, thereby drawing upon the popularity of CSI shows on television. We saw another teacher simulate activities that are typical in the “real” world. She advised students that the school was going to run a special gallery show of their art for parents and guests, and she then asked each student to attend the art show and to write a review of a displayed piece as an art critic might. Such hands on simulations are common. The senior project, titled “Life After Antelope,” requires students to venture outside the school, for example, to do community service or shadow a professional on the job.

Teachers use common technology in the classroom (e.g., computer projectors), and they send students to the school’s computer lab for Internet research, word and spreadsheet processing, and projects requiring specialized computer software (e.g., PowerPoint). The school’s digital-photo/art course is a good example of technology-aided instruction. There are few computers in classrooms for students. As funds allow, we recommend that AVCS consider adding more computers in the classroom to allow teachers to more frequently and closely integrate traditional and computer-assisted instruction.

AVCS teachers vary in the extent to which they differentiate their instruction based on student skills and interests. The school reviews information that students bring from other schools, and AVCS assesses their skills using the Renaissance STAR Reading and Math online program. Each teacher also administers an assessment to students prior to each instructional module. Some teachers use information from these various assessments to tailor instruction to each student’s academic strengths, challenges, interests and learning styles. Others do not.

AVCS seeks to more effectively differentiate curriculum and instruction to ensure that each student is engaged in class at all times (i.e., no students become excessively challenged or bored during instruction). We recommend that AVCS continue these efforts to differentiate the content and instruction and conduct trainings for staff to do so. As an independent-study program, AVCS should also assist parents in doing so.

The school places students in 10<sup>th</sup> through 12<sup>th</sup> in CAHSEE preparation classes if they have not passed the exam, and recently began providing CAHSEE preparation classes for 9<sup>th</sup> graders that score low on the school’s math assessments.

Teachers have begun some cross-curricular and interdisciplinary instruction and planning, and they are committed to continue these activities.

**Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.**

1. The consulting-teacher process, and effective collaboration among all teachers, helps AVCS learn about each student's individual needs.
2. AVCS incorporates school ESLRs and state content standards in all courses.
3. AVCS learns much about students by assessing each student's learning styles and assessing them often on standardized tests and prior to each four-week course module.

**Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.**

1. AVCS should continue efforts to differentiate instruction using its various assessments in order to meet each student's strengths, challenges, interests and learning styles.

**CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

*D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?*

AVCS uses AERIES, its information management system, to collect, organize, analyze, and report many measures of student progress. Teachers and staff monitor the data closely, and collaboratively they use the data to improve curriculum, teaching and services to students. For example, the school closely tracks student:

- Attendance
- Progress on course assignments
- Grades
- Assessment scores
- Personal and social matters

The school leadership and staff use such data to address each student's needs. They also use the data to review overall grade-level and school-wide issues and progress.

The school encourages and helps parents and students to access AERIES through the program's Homelink feature. Parents appreciate the information available to them via Homelink. Teachers and staff also communicate with parents via AERIES print outs and other paper notices, through emails, and via the phone. Parents appreciate the frequent updates of both student successes and challenges. They also appreciate the easy access they have to the principal, teachers and other school staff.

*D2. To what extent do teachers employ a variety of strategies to evaluate student learning?*

*D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?*

*To what extent do students and teachers use assessment results to enhance the educational progress of every student?*

*D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?*

Teachers evaluate student learning in many ways. In the AVCS program, one-on-one and one-on-few interactions between teachers and students are the norm. Teachers are very attuned, therefore, to the strengths, challenges, interests and learning styles of each student. Each student has a "consulting teacher" who meets with them during a 30-minute period each morning at least two days per week. During these periods, the teacher and student can address academic, social and personal matters that might affect their success. A teacher might, for example, show a student that he or she is behind or struggling in work assigned by another teacher, as shown on the AERIES system, and they together assess reasons for the issue and craft strategies for resolving them. These frequent personalized interactions give much greater value to all assessment data, precisely because teachers and students meet regularly to discuss them.

Teachers individually and collaboratively review data on student attendance, work progress, grades, test scores, behaviors, etc. to develop ways to help students succeed. The school, for example, uses the following standardized test information:

- State STAR test results
- California High School Exit Exam results
- Renaissance STAR math and reading assessments
- California English Language Development Test



- Parent, student and staff surveys

***D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?***

AVCS constantly measures student progress against academic standards and expected schoolwide learning results, and they use a wide array of data to do so. The visiting committee finds ample evidence that curriculum, instruction, and school activities are positively affected by the school's use of historical and current data.

***D5. To what extent do state assessment data reflect school outcomes?***

AVCS is a small alternative school that has significant turnover of students. It also serves many students who have struggled at other schools. These factors make it difficult to measure school performance as accurately in any year, or as accurately over time, as is possible with larger more traditional schools. This is because:

- Small schools, with few individual student scores, generate higher statistical variance.
- Alternative schools often attract students who have struggled academically at other schools. They therefore might generate statistical biases compared to schools that do not specialize in serving students who have left other schools.
- Grade-level cohorts of students might differ more substantially from year to year at schools with more student turnover, leading to wider swings in assessment results.

In an attempt to balance these factors, many alternative schools are assessing their performance by evaluating individual student academic growth over time. AVCS uses Renaissance STAR Math and Reading assessments to measure student math and reading skills at enrollment and at the end of the school year. If administered with care (e.g., ensuring students give such assessments their best efforts), AVCS could measure progress of each student and overall school performance better than by tracking the state Academic Performance Index and Adequate Yearly Progress measures alone.

We recommend, therefore, that AVCS systematically track individual student progress on Renaissance STAR Reading and Math assessments as a method of tracking student and school-wide performance.

**Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.**

1. AVCS effectively uses the AERIES system of student information to track and communicate school information.
2. AVCS uses numerous types of student-assessment data to guide decisions on curriculum and instruction, and to assist students.

**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.**

1. AVCS should more systematically use its Renaissance STAR data to track individual-student and school-wide progress.

#### **CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

*E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?*

AVCS continues to struggle to involve parents in school activities, but staff members are committed to finding ways to involve them. During the current school year, separate parent involvement meetings for 8<sup>th</sup>, 9<sup>th</sup>, and 12<sup>th</sup> graders have been successful.

When students are enrolling, AVCS asks parents if they would like to volunteer. Due to security reasons and fingerprinting requirements, the school rarely involves parents in activities involving students. However, parent volunteers do help out in various ways, including doing office work, providing and/or coordinating refreshments, and serving on the Parent Advisory Council. Parents also help out at graduation ceremonies, with donations of baked goods for fundraisers, and donations of art supplies for classes.

*E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?*

The AVCS campus is safe, clean and orderly, and the school environment promotes learning.

The school site is spacious, appealing and inviting. Classrooms and other facilities are well appointed, well maintained, and conducive to learning. In its 2011 Self Study, AVCS states, "The school environment actively promotes a

learning environment that is safe, secure, clean and orderly.” The visiting committee observed compassion for others during teacher-student meetings and staff meetings. Survey results indicate that staff, parents and students expect high levels of success in achieving the ESLRs and academic standards.

The school encourages all students and parents to ask for help and the school provides it. AVCS nurtures learning, as evidenced by its close consultation of students and guidance it offers parents. The AVCS community values research and innovation, and it shares information and ideas formally and informally.

*E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?*

Survey results show that the vast majority of students and parents feel that individualized support, such as through individualized learning plans, is appropriate and in place. A variety of other support mechanisms are in place to ensure academic success. For example, the school notifies parents of student behavior by phone, email and personal contact. The school also provides extra help for students, such as special consultations, instruction, counseling and tutoring every day of the week during and after regular school hours. The school also is improving its differentiation of instruction to ensure that it addresses each student’s strengths, challenges, interests and learning styles, and that it is responding to requests from parents and students to do so.

*E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?*

AVCS provides many support services to students. Students and parents are very appreciative of the personal attention that they receive from consulting and classroom teachers, and from the school administration. The school provides extra tutoring and remedial instruction to all students needing those services, and AVCS requires students to participate when they lag behind.

The school employs a half-time school counselor, for example, who provides academic counseling to individual students. She also helps students and families find outside resources when they need additional help.

The AVCS survey shows that 65 percent of students, 56 percent of parents, and 85 percent of staff think that the school does *not* provides enough field trip opportunities. They also would like the school to provide students with more elective courses, which we describe on page 22. We recommend one strategy—allowing teachers to teach electives courses outside their specific subject of certification—to help expand elective offerings. We also note earlier that students may take some of the elective courses at Center High School when space is available.

Students and parents express satisfaction with school culture. It is very positive. The school continues to enhance this positive culture, for example, by annually publishing a school yearbook, maintaining an active student council, and creating an art gallery to showcase student art.

Students and parents told us that they are interested in more field trips, sporting activities, social events, school clubs, and other extracurricular activities. Students also expressed interest in community-service activities. They suggested, for example, that the school promote conservation by adding more refuse containers and recycling bins around campus. Staff expressed appreciation and support for suggestions of parents and students.

Student also would like to express school spirit more explicitly. And they want the school to become more visible and active in the community. They expressed interest in school t-shirts and participating in community-service projects and school fundraisers.

**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.**

1. AVCS has nine teachers, a half-time principal, half-time counselor, two full-time support staff and a full time information-technology manager serving 160 students. AVCS has an average student-to-teacher ratio of about 16 to 1, and 25 to 1 at most in any class. All AVCS stakeholders rank small class sizes and individualized attention as very important, and AVCS delivers.
2. Good parent-student-staff relationships help ensure that the best possible learning outcomes are met.
3. School culture is strong and supportive, as evidenced by the creation of a student council, a school yearbook, and events such as a school art gallery showcasing student artwork.

**Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.**

1. AVCS should provide more extracurricular activities, (field trips, sporting activities, social events, school clubs and other activities).
2. While students and staff have strong affinity for their school, AVCS should increase activities on campus that demonstrate and enhance that spirit.
3. The school should increase community events to acknowledge and celebrate their unique and valuable school community.

## **Conclusions**

The Western Association of Schools and Colleges' visiting committee appreciates the tremendously warm and supportive reception it received from students, parents, and staff of the Antelope View Charter School. The AVCS community should be proud of its school. Stakeholders care for one another, and they are dedicated to education excellence. We commend the Center Joint Unified School Board, and its Superintendent and his staff, in supporting a small-school community doing great things. We also appreciate everyone's willingness to share with us thoughtful ideas and commitments to continued improvement.

We recap below some of Antelope View Charter School's many strengths, as well as some opportunities to further improve.

### **Strengths of AVCS**

1. AVCS has a clear vision that it pursues with passion and skill.
2. The CJUSD Board and Superintendent value AVCS and its service to the community, and respect the school's ability to make appropriate education decisions.
3. The skilled and committed AVCS staff members collaborate extensively in the best interests of each student.
4. AVCS provides high quality curriculum through an innovative hybrid model.
5. AVCS clearly correlates its curriculum with school ESLRs and state content standards, and maintains consistent and high standards for course assignments and grading.
6. AVCS connects its curriculum across content areas by promoting ESLR themes in all courses each month.
7. The consulting-teacher process, and effective collaboration among all teachers, helps AVCS learn about each student's individual needs.
8. AVCS incorporates school ESLRs and state content standards in all courses.
9. AVCS learns much about students by assessing each student's learning styles and assessing them often on standardized tests and prior to each four-week course module.
10. AVCS effectively uses the AERIES system of student information to track and communicate school information.

11. AVCS uses numerous types of student-assessment data to guide decisions on curriculum and instruction, and to assist students.
12. AVCS has nine teachers, a half-time principal, a half-time counselor, two full-time support staff and a full time information-technology manager serving 160 students. AVCS has a an average student-to-teacher ratio of about 16 to 1 in most cases, and 25 to 1 at most in any class. All AVCS stakeholders rank small class sizes and individualized attention as very important, and AVCS delivers.
13. Good parent-student-staff relationships help ensure that the best possible learning outcomes are met.
14. School culture is strong and supportive, as evidenced by the creation of a student council, a school yearbook, and events such as a school art gallery showcasing student artwork.

#### **Opportunities for Further AVCS Improvement**

1. AVCS staff should continue to make formal presentations at least annually to the district board to help it sustain its support for and trust in the school, and to help the public learn about the services AVCS provides to students and their families.
2. In times of reduced school funding, AVCS must continue to work collaboratively in developing strategies to sustain its high-quality programs, and the school should continue to work closely with the district to maintain a balanced budget.
3. The CJUSD should provide information to the community about *all* education options within the district, including charter schools, to ensure that parents have the opportunity to place their children in a school that best meets their needs. This likely will help AVCS and the district increase enrollments.
4. AVCS should increase the provision of all types of electives by allowing teachers to teach and manage courses in subjects for which they are not specifically credentialed.
5. AVCS should continue efforts to differentiate instruction using its various assessments in order to meet each student's strengths, challenges, interests and learning styles.
6. AVCS should more systematically use its Renaissance STAR data to track individual-student and school-wide progress.

7. AVCS should provide more extracurricular activities, (field trips, sporting activities, social events, school clubs and other activities).
8. While students and staff have strong affinity for their school, AVCS should increase activities on campus that demonstrate and enhance that spirit.
9. The school should increase community events to acknowledge and celebrate their unique and valuable school community.

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** April 13, 2011

**To:** Board of Trustees

**From:** Shelly Hoover, Principal

**Action Item** X

**Information Item**

**# Attached Pages**

**Administrator's Initials:** \_\_\_\_\_

**SUBJECT:** Global Youth Early College High School Charter Revision

Attached please find the revised charter for Global Youth.

Recommendation: Please approve as revised and submitted.

**RECOMMENDATION:** The CJUSD Board of Trustees Approve the Global Youth Early College High School Charter Revision.



# Revision of Global Youth Early College High School's Charter



*We are caring, confident, and college bound*

Respectfully Submitted to  
The Center Joint Unified School District Board of Trustees and  
Superintendent Scott Loehr

By  
Shelly Hoover, Principal  
Global Youth Early College High School

## **AFFIRMATIONS**

Global College Prep Charter School (“GCPCS” or “Charter School”) is committed to the following affirmations:

- GCPCS will participate in all required statewide assessment tests.
- GCPCS will meet all statewide standards applicable to non-charter public schools.
- GCPCS will be non-sectarian in its programs, admission policies, employment practices, and all other operations.
- GCPCS will not charge tuition.
- GCPCS will not discriminate against any student or employee on the basis of ethnicity, national origin, gender, sexual orientation, or disability.
- GCPCS will admit all students who wish to attend the charter school, subject only to capacity.
- The meetings of the GCPCS Advisory Council will be held in accordance with the Brown Act.
- GCPCS will comply with the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA).
- GCPCS will comply with the Public Records Act and the Federal Educational Privacy Rights Act (FERPA).
- GCPCS admission will not be determined according to the place of residence of the student, or of his or her parent or guardian, within California.
- GCPCS will offer, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- GCPCS will continually strive for a healthy, collaborative, synergistic relationship with the Center Joint Unified School District (CJUSD).

## TABLE OF CONTENTS

<b>Element</b>	<b>Section Title</b>	<b>Page</b>
One	The Educational Program .....	1
Two	Measureable Student Outcomes.....	5
Three	Pupil Assessment .....	8
Four	The Governance Structure .....	10
Five	Employment Qualifications .....	11
Six	Health and Safety .....	12
Seven	Racial and Ethnic Balance .....	13
Eight	Admission Requirements.....	14
Nine	Annual Audit.....	15
Ten	Pupil Suspension and Expulsion.....	16
Eleven	Retirement System.....	17
Twelve	Alternative Attendance .....	18
Thirteen	Return Rights of District Employees .....	19
Fourteen	Dispute Resolution.....	20
Fifteen	Collective Bargaining .....	21
Sixteen	School Closure Procedures .....	22
Seventeen	Optional Miscellaneous Clauses .....	23
Appendices.....		24
Appendix A: GCPCS Curriculum Guide		
Appendix B: Prescriptive Learning Plan		

## **Element One**

### **THE EDUCATIONAL PROGRAM**

*A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become selfmotivated, competent, and lifelong learners.*

*California Education Code Section 47605 (b) (5) (A)*

#### ***History***

Global Youth Early College High School (GYC) was established in 2004 as a dependent charter in the Center Joint Unified School District (“District”). It was funded by an early college initiative grant from the Bill and Melinda Gates Foundation. GYC partnered with American River College (ARC) in the Los Rios Community College District to provide an early college experience for students in grades 9-12. The educational program in the original charter, dated February 18, 2004, had a connection with the Peace Corps with the goal of creating global awareness. The goal of the early college partnership was twofold. First, students were to have the opportunity to obtain an Associates Degree or 60 transfer credits within one year of graduation from high school. Secondly, ARC will have greater success outcomes for the students from the Rio Linda, North Highlands, and Antelope communities.

While the original charter was educationally sound and the partnership with ARC was promising, cuts to the California K-14 education budget and the expiration of the Early College Initiative grant made it fiscally unfeasible to follow through with the early college high school initiative. The GYC connection to the Peace Corp did not materialize past the first year of the program. Additionally, WASC recommends revising the charter to reflect the current educational program.

One of the many benefits of charter schools is the ability to quickly adapt to changing environments, the needs of the students and the community. In January, 2011, the students were surveyed to find out their priorities. The students reported in the following order: 1) small campus/small classes; 2) sports program; 3) college prep focus; and 4) how the student body values and respects diversity. The GYC Advisory Council supported the priorities (switching the order of sports and college prep) and requested that the administration explore expanding the program to include grades 6-8.

Holding to the CJUSD saying of honoring tradition while embracing new ideas, and after months of collaboration with all stakeholders, the administration is respectfully submitting the following changes to the original GYC charter:

- 1) Change the school name to Global College Prep Charter School (GCPCS).
- 2) Expand service to include grades 6-8.
- 3) Revise the early college initiative to read “exposure to community college” and provide WASC accredited, a-g approved, CA content standards-based college preparatory curriculum.

### ***Course Offerings***

The primary focus of the school curriculum is to empower and prepare all students to demonstrate proficiency in California Content Standards. The school will transition to the California Core Content Standards recently approved by the State Board of Education. All required core classes are a-g approved and designated college prep on the school transcript. Teachers have prepared a year-long scope and sequence, course description, and unit descriptions with key learning targets derived from the state content standards. See Appendix A: GCPCS Curriculum Guide.

### ***Expected School Wide Learning Results***

Students, staff, parents, and the Advisory Council collaboratively developed the school mission and ESLRs. The mission of GCPCS is to empower and prepare caring students to be confident and college bound.

#### **Caring**

- We **value** diversity
- We **show respect** to all people
- We **contribute** to our school and community

#### **Confident**

- We **solve** difficult problems
- We **persevere** through difficult circumstances
- We **accomplish** any desired goal

#### **College Bound**

- We **work diligently** to complete all course work
- We **demonstrate** proficiency in CA core content standards
- We **prepare** for college and career

## ***Creating a College Bound Culture***

The purpose of creating a college bound culture is to provide a pathway for all students to have the option of attending a four-year college institution. Students may choose to go directly into the workforce, attend career training, or attend a community college or university. The important point is that all students have the option by having access to a college preparatory curriculum. There are six conditions needed for developing a college bound culture<sup>1,2</sup>:

### **1... Culture Development**

Teachers, administrators, parents, and students expect students to have all the experiences they need for high achievement and college preparation. Adults encourage students to exert the necessary effort and persistence throughout their entire educational career, and adults work diligently to eliminate school-sanctioned alternatives to hard work and high expectations. These high expectations are coupled with specific interventions and information that emphasizes to students that college preparation is a normal part of their childhood and youth. Students believe that college is for them and is not reserved for the exceptional few who triumph over adversity to rise above all others.

### **2. Rigorous Academic Curriculum**

Students in middle school are prepared for and have access to algebra and courses which prepare them for success in high school. High school students complete the college preparatory a-g courses.

### **3. High Quality Teaching**

Knowledgeable, experienced, and fully certified teachers provide instruction that engages students in work of high intellectual quality. Importantly, in diverse communities, high quality teaching makes valued knowledge accessible to students from diverse backgrounds.

### **4. Intensive Academic and College Bound Support**

Teachers and counselors play a pivotal role in informing and preparing secondary students for college. Yet, all students require supports and assistance that takes place outside the classroom or school. To navigate the pathway to college successfully, students need support networks of adults and peers who help access tutors, material resources, counseling services, summer academic programs, SAT prep, coaching about college admissions and financial aid, and other timely assistance.

## 5. College Bound Identity

Students see college going as integral to their identities; they have the confidence and skills to negotiate college without sacrificing their own identity and connections with their home communities. They recognize that college is a pathway to careers that are valued in their families, peer groups, and local communities.

## 6. Family – Neighborhood – School Support

Connections between families and schools build on parents' strengths and consider them a valuable education resource for students. Educators and community groups work together to ensure that all families have access to essential knowledge of college preparation, admission, and financial aid. Moreover, parents and the community are actively involved in creating all of the other critical conditions described above.

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<sup>1</sup>Oakes, J. (2003). *Critical Conditions for Equity and Diversity in College Access: Informing Policy Monitoring Results*, UC/ACCORD. Retrieved from: <http://ucaccord.gseis.ucla.edu/research/indicators/pdfs/criticalconditions.pdf>

<sup>2</sup>California Gear Up (2011). *School Self-Assessment Rubric*.

## ***Special Education***

Pursuant to Education Code section 47641(b), the Charter School does not elect to be a local educational agency ("LEA") in accordance with Education Code section 47641(a) and, therefore, shall not be deemed the LEA for purposes of compliance with the Individuals with Disabilities and Education Improvement Act (20 U.S.C. sections 1400, et seq.) (hereinafter "IDEIA") but shall be deemed a public school of the District. As such, the parties understand and agree that the District shall, in partnership with the Charter School, ensure that all students with exceptional needs who attend the Charter School are provided with a free and appropriate public education in compliance with the IDEIA. A child with disabilities attending the Charter School shall receive special education instruction or designated instruction and services, including transportation, in the same manner as a child with disabilities who attends another public school of the District.

1. The Charter School agrees to assume primary responsibility, and fully cooperate with the District, in identifying any student with special needs, including all students who seek enrollment at the Charter School or who are enrolled in the Charter School, and in convening annual IEP's. The District agrees that it retains responsibility for all other IDEA obligations and responsibilities not assigned to the Charter School for students enrolled in the Charter School.
2. The Charter School's staff trained in special education shall be responsible for identifying and referring Charter School students to the District who have or may have exceptional needs that qualify them to receive special education and/or related services from the District while enrolled at the Charter School. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure that students who have or may have exceptional needs are identified. The Charter School shall work cooperatively with the District to provide services to pupils with exceptional needs at the Charter School. The Charter School shall notify the District's Director of Special Education or designee as soon as practicable of any and all pupils who seek to enroll or who are dropped from enrollment, and who had an IEP in the current or previous year, or who have a record of having ever received special education services. To this end, the Charter School shall require students enrolling in the Charter School to indicate whether they have, or have ever had, an IEP.
3. The District shall be responsible for evaluating and assessing Charter School students identified by the Charter School who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure that students who have or may have exceptional needs are referred to the District for evaluation and assessment. If during the pre-placement evaluation and assessment, or any subsequent IEP, it is determined by the IEP team that the Charter School is not an appropriate placement for a student with exceptional needs, the student will be referred to the District, or the pupil's district of residence, for placement in an appropriate program that meets the needs of the student.



4. The District shall be responsible for developing, maintaining, and reviewing the form and format, as required by the District's Special Education Local Plan Area, of all written IEP's for students who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to collaborate with the District in ensuring that IEP's are implemented for all students with exceptional needs who are enrolled in the Charter School.
5. The District shall retain all special education funds of the Charter School for services to special education pupils (i.e., "special education funding allocation"). In addition, the Charter School shall pay to the District a special education general fund encroachment fee for each unit of Charter School enrollment. The fee shall be computed by dividing the District's total special education general fund encroachment in the current school year by the total number of units of District enrollment, including Charter School enrollment, in that school year.
6. The District shall address, respond, and/or investigate complaints received under the District's Uniform Complaint procedure involving Charter School students receiving special education and related services from the District. The Charter School shall cooperate with the District in responding to such complaints as deemed required by the District.
7. The District may initiate and shall defend against due process hearings involving any Charter School student receiving special education and related services from the District in accordance with federal and State law. In the event any due process hearing is filed against the District, the District, as the LEA providing special education to Charter School students, shall be responsible for the District's costs associated with filing for or defending against the due process hearing.

## **Element Two**

### **MEASUREABLE STUDENT OUTCOMES**

*The measurable pupil outcomes identified for use by the charter school.  
"Pupil outcomes," for purpose of this part, means the extent to which  
all pupils of the school demonstrate that they have attained the skills, knowledge,  
and attitudes specified as goals in the school's educational program.  
California Education Code Section 47605 (b) (5) (B)*

Global College Prep Charter School (GCPCS) will meet all statewide standards and conduct student assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter schools. Student learning outcomes are based on the California State Content Standards.

#### **English Language Arts**

Students will score at the proficient or advanced level in reading, writing, speaking, and listening; comprehension of texts; ability to analyze literature using evidence; use language to function as informed and effective citizens in society, in the workplace and in life-long education; and develop of an appreciation of literature.

#### **Mathematics**

Students will express, interpret, and use mathematical concepts to construct valid arguments and solve real-world problems. They will demonstrate conceptual understanding through appropriate application of mathematical skills and problem-solving techniques. Students will score at the proficient or advanced level on the CST in the math course in which they are currently enrolled.

#### **Science**

Students will understand the use of the scientific process in problem solving; develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; integrate physical, earth and life sciences in understanding natural phenomena; use technology for information retrieval, data acquisition and analysis, and communications.

#### **Social Science**

Students will address the following universal concepts by using a variety of sources: recognition of the dignity of the individual and the importance of ethical issues in the

context of societies; understanding religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; application of basic economic and political concepts; knowledge of the role minorities, immigrants, and women have played in our society; understanding of the basic principles of democracy and the origins of basic Constitutional concepts; and using time and chronology in the analysis of cause and effect.

### **English Language Learners**

Students will acquire English-language proficiency in all areas of communication, including listening, speaking, reading, and writing. They will also demonstrate academic progress in the core curriculum. Mastery of English Language Standards will be monitored through the use of unit benchmark assessments. The CELDT is used for initial identification and for annual assessment until students are reclassified as fluent.

### **Visual & Performing Arts**

Ability to make critical, informed judgments about the arts and aesthetics; ability to recognize the relationship between the arts and society and the connection to one's own culture; ability to express one's own creativity.

### **Foreign Language**

Students will learn to use a foreign language to communicate accurately and appropriately, whether listening, speaking, reading, or writing. Students understand the cultures of those countries where the target language is spoken. Students will understand the place of the target language in our own society.

### **Special Education**

Each Student will achieve goals and objectives designed specifically to address his or her academic, vocational, and social-emotional strengths and needs. Multiple methods for assessing student growth and understanding will be employed in order to provide continuous feedback for all individuals supporting the student (i.e. parents, teachers, designated instructional service providers, etc.) Students will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to each student's needs pursuant to an IEP. Students will demonstrate proficiency as defined in their IEP in core curriculum subject matter through a variety of assessment methods. Consultation and collaboration between general and special education teachers will ensure full access to the general education curriculum for all

students with exceptional needs. GCPCS will continue federal and state mandated education services.

### **Physical Development and Health**

Students will acquire lifetime physical fitness concepts to help them develop motor skills, shape and maintain a positive self-image, display appropriate social behavior, and enjoy physical education as a recreational interest. Students will increase muscular strength and endurance, flexibility and agility; develop cardio-vascular endurance, and maintain body composition. Students will gain an understanding of human growth and development, as well as sexuality; planning a physical fitness program; understanding nutrition, substance abuse, and the nature of illness. Students will demonstrate their knowledge of the skills and course content on written examinations, physical skills tests, and observation by the instructor during class activities.

### **Element Three**

#### **PUPIL ASSESSMENT**

*The method by which pupil progress in meeting those pupil outcomes is to be measured.  
California Education Code Section 47605 (b) (5) (C)*

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, Global College Prep Charter School (GCPCS) will conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to CJUSD and the California Department of Education (CDE).

#### **Statewide Testing**

As one method of measuring student progress, assessments will be conducted pursuant to 47605(c)(1) which requires GCPCS to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to students in non-charter schools.

#### **California High School Exit Exam (CAHSEE)**

The CAHSEE will be used to determine whether students are progressing in their programs of instruction and to meet the graduation requirement of passing the CAHSEE.

#### **California English Language Development Test**

The CELDT is used for initial identification of English language learners and for annual assessment until students are reclassified as fluent.

#### **Unit Assessments**

For each core course, teachers have developed a scope and sequence, unit descriptions, and key learning targets for each unit. The key learning targets are taken from the California State Content Standards. Using *Zoom!*, the charter school version of DataDirector, teachers are able to carefully examine the effectiveness of daily lessons against the results of standards based assessments and share that information to students and parents.

## **Prescriptive Education – The Distinguishing Characteristic of GCPCS**

As an extension of *Zoom!* technology, GCPCS teachers are creating a process that will assess each student's learning prior to attending GCPCS and design a personalized strategy for helping students fill in the gaps of their learning. This personalized strategy is the distinguishing characteristic of the GCPCS educational model.

- Progressive personalized learning strategy – Walking, Running, and Dancing Stages
- Three Phased “New Beginnings” Diagnostic Process Including:
  - a. *Diagnostic*: Student assessments that reflect the study and learning.
  - b. *Evaluation*: Diagnostic evaluation in content and context areas.
  - c. *Prescriptive*: Plan for helping student grow as a student.
- Content Diagnostic: CST data, DataDirector results, writing samples and portfolios.
- Context Diagnostic: special services, behavior data, parent input, and metacognition.
- Develop grade level cohorts that assist in encouraging students in their transition.
- Create multi-grade social structure to facilitate student/student mentoring process.
- Identify a staff mentor continuity program for each grade level.

See Appendix B: Prescriptive Education Plan for a comprehensive description.

## **Element Four**

### **THE GOVERNANCE STRUCTURE**

*The governance structure of the school, including, but not limited to,  
the process to be followed by the school to ensure parental involvement.  
California Education Code Section 47605 (b) (5) (D)*

The District's Board of Trustees retains the ultimate responsibility for the governance and fiscal oversight of Global College Prep Charter School (GCPCS). The Board of Trustees may approve, modify, or reverse any recommendation, decision, or other action recommended by the GCPCS Advisory Council or Principal.

The GCPCS Advisory Council is comprised of six elected members (two parents, two students, and two staff members), the Principal, the CJUSD Superintendent Designee, and a CJUSD School Board Member. All meetings will comply with requirements of the Brown Act. The Advisory Council's responsibilities include, but are not limited to, the review of financial and operational management of the school, the annual financial budget, solicitation and receipt of grants and donations, contracts, and relations with the CJUSD. The Advisory Council also provides guidance to the educational and extracurricular programs provided by GCPCS.

## **Element Five**

### **EMPLOYMENT QUALIFICATIONS**

*The qualifications to be met by individuals to be employed by the school.  
California Education Code Section 47605 (b) (5) (E)*

Global College Prep Charter School (GCPCS) will employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Teachers will teach the core academic classes of mathematics, language Arts, science, and history/social studies. Teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions. All certificates and permits will be on file at the District's personnel office. Qualifications for other full-time, part-time, or temporary employees will be determined by the school principal with the assistance of the CJUSD personnel office. GCPCS will contract with the CJUSD for all administrative and general support services as needed and comply with all California Education Code and all pertinent labor laws.

With the exception of the school principal, all persons who are employed by GCPCS (Charter School Employees) shall not be deemed to be employees of CJUSD for any purpose whatsoever. All applicants for positions with the Charter School will be considered through an open process, and if hired, will enter into an employment agreement with the Charter School. Charter school employees are employed "at will" and either the Charter School or the charter school employee may terminate the employment at any time, with or without cause and with or without prior notice. Charter school employees shall have no employment rights of any kind with CJUSD.



## **Element Six**

### **HEALTH AND SAFETY**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.*

*California Education Code Section 47605 (b) (5) (F)*

Global College Prep Charter School has implemented a comprehensive set of health, safety, and risk management policies as directed by the Center Joint Unified School District administration and board policy.

1. Policies requiring enrolling students provide documentation of immunizations.
2. Policies and procedures for response to natural disasters and emergencies, including fire and earthquakes.
3. Policies relating to preventing contact with blood-borne pathogens.
4. Policies requiring that instructional and administrative staff receive training in emergency response, including appropriate first-responder training.
5. Policies relating to the administration of prescription drugs and other medicines.
6. A policy that the school will be housed in facilities that have received State Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present to substantial seismic safety hazard.
7. A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
8. Requirements that each employee of the school submits to a criminal background check as required by Education Code Section 44237.
9. All staff members are required to offer medical clearance including proof of medical exam and tuberculosis (TB) screening.
10. Role of staff as mandated child abuse reporters.

## **Element Seven**

### **RACIAL AND ETHNIC BALANCE**

*The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

*California Education Code Section 47605 (b) (5) (G)*

This geographic region includes all ethnic, socioeconomic, and racial groups. Enrollment is monitored and reported by the principal to the district each year through the CBEDS process. If particular ethnic groups are not participating in the school, the staff will develop assertive recruitment strategies to achieve a balanced representation.

## **Element Eight**

### **ADMISSION REQUIREMENTS**

*Admission requirements, if applicable.*

*California Education Code Section 47605 (b) (5) (H)*

Global College Prep Charter School (GCPCS) uses an open enrollment admission policy for all students, and does not discriminate on the basis of residency, gender, sexual orientation, disability, religion, national origin, ethnic and/or racial background, or achievement level. GCPCS does not charge tuition is non-sectarian in its programs, admissions, and policies. Continued enrollment is dependent upon progress toward graduation and making satisfactory academic progress. If the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils, shall be determined by a public random drawing in accordance with Education Code section 47605((d)(2).

**Element Nine**  
**ANNUAL AUDIT**

*The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

*California Education Code Section 47605 (b) (5) (I)*

***State Accounting Practices***

Center Joint Unified School District (CJUSD) will serve as the fiscal agent for Global College Prep Charter School (GCPCS) and will contract with an independent audit firm that will conduct all financial audits consistent with state accounting practices. The reports will also be available for public review. No later than December 31 of each calendar year, all audit exceptions and/or deficiencies will be reserved to the satisfaction of the Board of Trustees and the District. Any disputes regarding the resolution of audit exceptions will be referred to a dispute resolution process. Dispute between GCPCS and Governing Board will be resolved through a collaborative effort facilitated by the CJUSD Superintendent and CJUSD District Administration.

***Financial Statements***

GCPCS will provide all financial statements required by CJUSD. GCPCS will use QSS along with timetables established by CJUSD to remain in compliance with all required deadlines in fiscal matters. CJUSD will make GCPCS aware of all due dates (end of month, P1, P2, and P3) by August 1 of each school year.

***Audits***

GCPCS will use the same audit firm chosen by CJUSD in order to maintain continuity within the district. Furthermore, GCPCS will be billed for a portion of the audit prepared by the external auditors. The formula for this billing is based on (total cost of the audit) / (total number of students in the district) x (total number of students at GCPCS).

## **Element Ten**

### **PUPIL SUSPENSION AND EXPULSION**

*The procedures by which pupils can be suspended or expelled.  
California Education Code Section 47605 (b) (5) (J)*

Students at Global College Prep Charter School (GCPCS) are expected to act in a manner that is caring, confident, and college bound. Upon enrollment all students receive a Student Handbook that covers academic, attendance, and behavior expectations. A student who fails to meet the academic, attendance or behavior expectations will be placed on a probationary contract written in a meeting with student, parent/guardian, teachers, and the school principal. If the student fails to meet the criteria in the probationary contract, he or she may be dismissed from GCPCS and required to return to his or her school of record.

A student may be suspended for up to five days if found in violation of Education Code 48900(a-r). Student who reside in the Center Joint Unified School District (CJUSD) may be expelled from the district if found in violation of Education Code 48915(a1-a4)(c1-c4) or found in repeated violation of Education Code 48900(a-r) after alternative means of correction. Students who reside outside the CJUSD attendance boundaries will be required to return to their district of record with written notice of the expellable offense to the District Superintendent of record. GCPCS will follow all CJUSD policy, federal and state laws in the administration of discipline.

A student identified as an individual with disabilities or for whom GCPCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA) or who is qualified for services under Section 504 of the rehabilitation Act of 1973 (Section 504) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. GCPCS will follow Section 504, IDEA, the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom GCPCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

## **Element Eleven**

### **RETIREMENT SYSTEM**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, Public Employees' Retirement System, or federal social security.  
California Education Code Section 47605 (b) (5) (K)*

Certificated Global College Prep Charter School (GCPCS) employees (as defined under Employee Rights) shall be covered by the State Teachers' Retirement System (STRS). Non-certificated GCPCS employees shall be covered by the Public Employee Retirements System (PERS) or federal social security (FICA) as provided by law. The payroll department of Center Joint Unified School District (CJUSD) shall provide all administrative services in connection with STRS, PERS, and FICA reporting requirements per the memorandum of understanding between GCPCS and CJUSD.

## **Element Twelve**

### **ALTERNATIVE ATTENDANCE**

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

*California Education Code Section 47605 (b) (5) (L)*

Enrollment at Global College Prep Charter School is strictly voluntary. Students who reside in the Center Joint Unified School District have the option of attending their home school of record. Parents and guardians of non-District students enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of the District as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

### **Element Thirteen**

#### **RETURN RIGHTS OF DISTRICT EMPLOYEES**

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after the employment at a charter school.*

*California Education Code Section 47605 (b) (5) (M)*

Center Joint Unified School District (CJUSD) teachers (and any other district employees) do not have any employment rights with respect to Global College Prep Charter School (GCPCS), nor do GCPCS employees have any employment rights in the CJUSD. District employees who choose to work at the Charter School shall resign their status as employees of the District and all of their rights and benefits thereof.



## **Element Fourteen**

### **DISPUTE RESOLUTION**

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

*California Education Code Section 47605 (b) (5) (N)*

Dispute between GCPCS and the Governing Board will be resolved through a collaborative effort facilitated by the Superintendent and District Administration. Amendments to the charter will be made through the Advisory Council and approved by the Governing Board. GCPCS is a district-dependent charter and will follow all board policy that intersects with charter law and all statutes, laws, and regulations for charter schools.

The Center Joint Unified School District may revoke this charter under the following conditions:

- 1) Violation of any provision of law.
- 2) Failure to meet acceptable standards of fiscal management.
- 3) Failure to make progress toward student outcomes outlined in this charter petition.
- 4) Committing a violation of the conditions, standards, or procedures outlined in this charter petition.

## **Element Fifteen**

### **COLLECTIVE BARGAINING**

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of The Educational Employment Relations Act.  
California Education Code Section 47605 (b) (5) (O)*

Global College Prep Charter School (GCPCS) shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act as specified in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the California State Education Code [47611.5(b)]. In accordance with this code, GCPCS employees have the right to join organizations of their choice, to be represented by such organizations in their professional and employment relationships with public school employers, to select one employee organization as the exclusive representative of the employees in an appropriate unit, and to afford certificated employees a voice in the formulation of educational policy. GCPCS employees have chosen to not be represented by a collective bargaining unit. Notwithstanding, they have a collaborative voice in the formulation of the educational program and policy as led by the school principal and advisory council.

## **Element Sixteen**

### **SCHOOL CLOSURE PROCEDURES**

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

*California Education Code Section 47605 (b) (5) (O)*

In the event that GCPCS closes, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, after payment of all debts and liabilities and refunds to applicable agencies, shall revert to the District. All records will be maintained by Center Joint Unified School District until parents, guardians, or students of age obtain said records. The records will be maintained only for such time required by law and then purged and destroyed to ensure the confidentiality of the students and their families.

**Element Seventeen**  
**OPTIONAL MISCELLANEOUS CLAUSES**

***Additions, Deletions, and Modifications of this Charter***

Amendments to this charter may be recommended by the Advisory Council, the school principal, or other entities deemed in a leadership role at the school. All changes must be approved by the Center Joint Unified School District Board of Trustees. The district board agrees to hear and render an amendment decision pursuant to the timelines and process as specified in the Education Code 47605(b).

***Renewal Procedure***

GCPCS will begin its renewal procedure with Center Joint Unified School District at the beginning of year four of the five year charter. The Center Joint Unified School District Board of Trustees will work with the principal and advisory council in conjunction with the cabinet level staff to ensure expectations are clearly outlined in accordance with charter law.

***Facilities***

GCPCS will share the former Center Junior High campus ("Site") with Antelope View Charter School. Office and classroom space will be mutually agreed upon between the principal's of both schools and district. Final approval will rest with Board.

***Equipment and Materials***

All equipment and materials purchased by the Charter School with ADA funding generated by students enrolled in the Charter School shall remain the property of the District upon closure of the Charter School. If the Charter School is required to liquidate such equipment or materials to repay or return State funds upon closure of the Charter School, or to repay creditors, all remaining equipment and materials purchased with ADA funding generated by students enrolled in the Charter School shall revert to the District. The Charter School shall be solely responsible for maintaining such equipment and/or materials in good working order and may not use such equipment and/or materials for any personal or private use. The Charter School shall mark and identify, and maintain a written inventory of all such equipment and

materials with a purchase value of five hundred dollars (\$500.00) or more. The written inventory shall be updated and provided to the District annually. The Charter School shall account for all assets obtained in its financial reports.

### ***Transportation***

The Charter School shall ensure that Charter School fieldtrip consent and medical insurance forms are consistent with the requirements set forth in District forms. The District shall not be responsible for paying any costs in connection with transporting Charter School students, except to the extent such services may be required pursuant to an IEP.

### ***Pupil Records***

The Charter School shall at all times maintain Charter School pupil records, including but not limited to cumulative files, student work portfolios, immunization records, special education files, and/or attendance verification at the school site located within the District. Notwithstanding Education Code section 47610, the Charter School shall comply with Education Code sections 49060 through 49079. Charter School pupil records maintained by the Charter School shall be made available for inspection by the District at any time for purposes of verifying that the Charter School is in compliance with all State and federal laws, and its Charter.

### ***Insurance Coverage***

The District and Charter School participate in the Schools Insurance Authority - sponsored property, liability and worker' compensation programs. For the term of this Charter, both parties shall remain covered by those programs, the costs of which shall be separately borne by each party, although any increase in the District's experience or rating factor due to claims arising from the Charter School's operations, or use of the Site that leads to an increased contribution (premium) to be paid by District, for the purchased coverage due to claims arising from the Charter School's operations, or use of the Site shall be solely payable by the Charter School.

***Oversight and Facilities Fee***

The Charter School shall pay an amount equal to three percent (3%) of the total revenues of the Charter School (one percent (1%) for Supervisorial oversight and two percent (2%) for use of the Site), pursuant to Education Code section 47613.

***Severability Clause***

If a provision of this charter is found to be unlawful the remainder of the charter will still be valid, if to do so keeps the critical elements intact, and if the provision that was found to be invalid is not of such a nature that in its absence, the Center Joint Unified School District Board of Trustees would have denied the GCPCS charter.

## **APPENDICES**

**Appendix A: GCPCS Curriculum Guide**

**Appendix B: Prescriptive Learning Plan**

**Appendix A**  
**GCPCS Curriculum Guide**





**2011-12**

**Curriculum Guide**

Scope & Sequence

Course Descriptions

Unit Descriptions with Key Learning Targets

## Table of Contents

### English

Scope and Sequence .....	3
English 9 .....	4
English 10 .....	7
English 11 .....	10
English 12 .....	13

### Social Studies

Scope and Sequence .....	16
World History .....	17
U.S. History .....	20
Government .....	23
Economics.....	26

### Mathematics

Scope and Sequence .....	28
Algebra I .....	29
Geometry .....	32
Algebra II .....	36

### Science

Scope and Sequence .....	40
Biology .....	41
Chemistry .....	45

### English 9

August					September				October				November				December			
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30
Unit 1 Vocabulary Development					Unit 2 Grammar & Mechanics				No School	Unit 2 Continued		Unit 3 Structure				No School	Unit 3 Continued		Finals	No School
January					February				March				April				May			
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1
Unit 4 Narrative Analysis						No School	Unit 5 Organization and Focus					Unit 6	No School			Expository Critique		Finals	No School	

### English 10

August					September				October				November				December			
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30
Unit 1 Written & Oral Lang.		Unit 2 Composition & Analysis			Unit 3 Expository Critique				No School	Unit 4 Evaluation & Revision			Unit 5 Literary Response & Analysis			No School	Unit 5		Finals	No School
January					February				March				April				May			
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1
Unit 6 Structural Features of Drama		Unit 7 Narrative Analysis			No School		Unit 8 Internal/External Conflict (Narrative Analysis)						No School	Unit 9		Comparing Themes Across Genres		Finals	No School	

### English 11

August					September				October				November				December			
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30
Unit 1 Written & Oral Language			Unit 2 Organization & Focus				Unit 3		No School	Expository Critique			Unit 4 Structural Features of Drama			No School	Unit 4		Finals	No School
January					February				March				April				May			
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1
Unit 5 Literary Criticism			Unit 6 Lit. Response & Analysis			No School	Unit 6		Unit 7 Narrative Analysis			Unit 8	No School	Unit 8		Writing Strategies			Finals	No School

### English 12

August					September				October				November				December				
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30	
Unit 1 Written & Oral Lang.		Unit 2 Structural Features of an Epic			Unit 3 Comprehension & Analysis: Main Ideas/Syntax				No School	Unit 4 Narrative Analysis: Mood & Symbols					Unit 5		No School	Structuring Ideas/ Arguments		Finals	No School
January					February				March				April				May				
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1	
Unit 6 Compare & Contrast		Unit 7 Narrative Analysis: Themes of the Era			No School		Unit 8 Analyze Imagery & Tone to Evoke Emotion		Unit 9 Understanding Author's Purpose			No School		Unit 10		Structural Features of Drama		Finals		No School	

# English

## Course Name: English 9

### Course Description

This course is designed to introduce college preparatory students to various concepts of the study of English and to develop critical analysis of literature through a variety of written essays and responses. The three major themes of study are the development of: Reading Comprehension, Literary Analysis, and Writing Skills.

Students read selected texts covering the following genres: short stories, folklore/fairy tales, drama, poetry, historical literature, speeches, plays, novels, fiction, and nonfiction. Through directed reading and writing assignments, students focus on the mechanics of language, punctuation, vocabulary development, and evaluate recurring patterns and connections within the literature presented and prepare for higher level English courses and testing.

### Course Textbook

Prentice Hall's *Literature: Timeless Voices, Timeless Themes* (2002)

### California Content Standards

#### I. Reading Comprehension

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development  
Vocabulary and Concept Development
- 2.0 Reading Comprehension (Focus on Informational Materials)  
Expository Critique

#### II. Literary Analysis

- 3.0 Literary Response and Analysis  
Structural Features of Literature  
Narrative Analysis of Grade-Level-Appropriate Text

#### III. Writing Skills

- 1.0 Writing Strategies  
Organization and Focus  
Evaluation and Revision
- 1.0 Written and Oral English Language Conventions  
Grammar and Mechanics of Writing

### List of Units

- Unit 1 Vocabulary Development
- Unit 2 Grammar & Mechanics
- Unit 3 Structure
- Unit 4 Narrative Analysis
- Unit 5 Organization & Focus
- Unit 6 Introduction to Expository Critique

## **Unit 1: Vocabulary Development**

In this unit students will learn about the basic foundation of grammar and vocabulary. Students will identify and use knowledge of word definitions and origins correctly.

### **Key Learning Targets**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

##### **Vocabulary and Concept Development**

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words

## **Unit 2: Grammar & Mechanics**

In this unit students will demonstrate a command of standard written and spoken English language.

### **Key Learning Targets**

#### **1.0 Written and Oral English Language Conventions**

##### **Grammar and Mechanics of Writing**

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens)
- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

## **Unit 3: Structure**

In this unit students will compare and contrast themes and forms of different forms of literature; including drama and poetry.

### **Key Learning Targets**

#### **3.0 Literary Response and Analysis**

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic

#### **1.0 Written and Oral English Language Conventions**

##### **Manuscript Form**

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

## **Unit 4: Narrative Analysis**

Students will read and respond to historically or culturally significant works of literature and analyze themes and patterns within.

### **Key Learning Targets**

#### **3.0 Literary Response and Analysis**

##### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal

## **Unit 5: Organization & Focus**

In this unit students will create a coherent thesis or impression that conveys opinion and supports position with evidence.

### **Key Learning Targets**

#### **1.0 Writing Strategies**

##### **Organization and Focus**

- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice

##### **Evaluation and Revision**

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context

## **Unit 6: Expository Critique**

In this unit students will evaluate the logic, premise, theme, and/or structure of a work of literature and develop a coherent thesis around the evaluation.

### **Key Learning Targets**

#### **2.0 Reading Comprehension (Focus on Informational Materials)**

##### **Expository Critique**

- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings

- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material)

#### **1.0 Writing Strategies**

##### **Organization and Focus**

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing

# English

## Course Name: English 10

### Course Description

This course focuses on the historical and reading/writing conventions of World Literature. In this course, we will analyze and critique fiction/nonfictional speeches, poems, short stories, plays, and novels. In addition, throughout the year, the students will consistently work on grammar and vocabulary development. All lessons and assignments are based on the California State Standards.

### Course Text Book

Pearson Apprentice Hall Literature Book (2007)

### California Content Standards

- 1.0 Word Analysis, Fluency, Vocabulary Development: 1.1
- 2.0 Reading Comprehension: 2.4, 2.7, 2.8
- 3.0 Literary Response & Analysis: 3.2, 3.3, 3.5, 3.7
- 1.0 Written & Oral Language Conventions: 1.1, 1.2, 1.3, 1.4
- 1.0 Writing Strategies: 1.1, 1.2, 1.9

### Lists of Units

- Unit 1 Written & Oral Language Conventions
- Unit 2 Comprehension & Analysis
- Unit 3 Expository Critique
- Unit 4 Evaluation & Revision
- Unit 5 Literary Response & Analysis
- Unit 6 Structural Features of Drama
- Unit 7 Narrative Analysis
- Unit 8 Internal/External Conflict (Narrative Analysis)
- Unit 9 Comparing Themes Across Genres

## Unit 1: Written & Oral Language Conventions

In this unit, students will learn the process of how to correctly structure an essay using the appropriate conventions of writing. In addition, students will be required to present their work in front of the class, and practice their oral presentation skills.

### Key Learning Targets

- 1.0 Writing Strategies
  - 1.0 Organization and Focus: Understanding how to structure an essay (thesis and tone).
  - 1.2 Organization and Focus: Using sensory details in an essay and an active voice.
  - 1.0 Word Analysis & Vocabulary Development
- 1.1 Vocabulary & Concept Development: Identify and use the literal and figurative meanings of words within literary works

## **Unit 2: Comprehension and Analysis**

Students will read Unit 1 from the Pearson's Literature Book entitled *Fiction and Nonfiction*. While reading the literature within this unit, students will focus on the skills of making inferences and making connections.

### **Key Learning Targets**

#### **2.0 Reading Comprehension**

- 2.4 Comprehension and Analysis of Text: Paraphrasing and making connections from several literary works with similar ideas/themes.

#### **1.0 Word Analysis & Vocabulary Development**

- 1.1 Vocabulary & Concept Development: Identify and use the literal and figurative meanings of words within literary works

## **Unit 3: Expository Critique**

In this unit, students will read the novel *Night*. Students will complete a research project/paper to better understand WW2 and the Jewish culture.

### **Key Learning Targets**

#### **2.0 Reading Comprehension**

- 2.7 Expository Critique: Critique and examine the logical function of the sequence of information in a literary work.
- 2.8 Expository Critique: Evaluate the credibility of an author's argument or defense of a claim.

#### **1.0 Word Analysis & Vocabulary Development**

- 1.1 Vocabulary & Concept Development: Identify and use the literal and figurative meanings of words within literary work

## **Unit 4: Evaluation & Revision**

Students will read Unit 2 in the Pearson Literature Book entitled *Short Stories*. Students will review the parts of a short story and throughout the unit write several narratives/short stories and edit/revise their work. In addition, students will work on the skill of making predictions.

### **Key Learning Targets**

#### **1.0 Writing Strategies**

- 1.9 Evaluation and Revision: Revise writing to improve logic and coherence...paying attention to perspective, the precision word choice, and tone.

#### **1.0 Word Analysis & Vocabulary Development**

- 1.1 Vocabulary & Concept Development: Identify and use the literal and figurative meanings of words within literary works

## **Unit 5: Literary Response & Analysis**

In this unit, students will read the novel *To Kill a Mockingbird*. Students will read and compare other literary works, which cover the same themes that are present in the novel.

### **Key Learning Targets**

#### **3.0 Literary Response & Analysis**

- 3.2 Structural Features of Literature: Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- 3.5 Narrative Analysis: Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.

#### **1.0 Word Analysis & Vocabulary Development**

- 1.1 Vocabulary & Concept Development: Identify and use the literal and figurative meanings of words within literary works



## **Unit 6: Structural Features of Drama**

Students will read the play *Antigone*, beginning with a review of the historical background information that started Greek Theater. Students will also learn key term meanings like monologue, tragedy, drama, etc.

### **Key Learning Targets**

#### **3.0 Literary Response & Analysis**

- 3.1 Structural Features of Literature: Articulate the relationship between expressed purposes and characteristics of different forms of dramatic literature (comedy, tragedy, drama, dramatic monologue).

#### **1.0 Word Analysis & Vocabulary Development**

- 1.1 Vocabulary & Concept Development: Identify and use the literal and figurative meanings of words within literary works

## **Unit 7: Narrative Analysis**

Students will read the novel *Lord of the Flies* and analyze themes and meaning within the story. Students will focus on the importance of symbolism within a story.

### **Key Learning Targets**

#### **3.0 Literary Response and Analysis**

- 3.7 Narrative Analysis: Students will recognize and understand literary devices such as imagery and symbolism.

#### **1.0 Word Analysis & Vocabulary Development**

- 1.1 Vocabulary & Concept Development: Identify and use the literal and figurative meanings of words within literary works

## **Unit 8: Internal/External Conflict (Narrative Analysis)**

Students will read the novel *Catcher in the Rye* and analyze characters and given conflicts within the story.

### **Key Learning Targets**

#### **3.0 Literary Response and Analysis**

- 3.3 Narrative Analysis: Analyze interactions between main and minor characters in a literary text (e.g. internal and external conflicts)

#### **1.0 Word Analysis & Vocabulary Development**

- 1.1 Vocabulary & Concept Development: Identify and use the literal and figurative meanings of words within literary works

## **Unit 9: Comparing Themes Across Genres**

Students will read a unit from the Pearson Literature Book entitled *Themes in Literature: Heroes and Dreamers*. Students will be learning strategies for analyzing cultural context.

### **Key Learning Targets**

#### **3.0 Literary Response and Analysis**

- 3.2 Structural Features of Literature: Comparing and contrasting a similar theme or topic across genres.

#### **1.0 Word Analysis & Vocabulary Development**

- 1.1 Vocabulary & Concept Development: Identify and use the literal and figurative meanings of words within literary works

# English

## Course Name: English 11

### Course Description

During this course, students will study American Humanities through the Pearson Literature book, novels, plays, and various short stories/narratives. Students will respond to literature through analytical written work and discussions. In addition, students will continuously work on vocabulary and grammar development. All lessons and assignments are based on state standards.

### Course Text Book

Pearson Apprentice Hall Literature Book (2007)

### California Content Standards

1.0 Word Analysis, Fluency, Vocabulary Development: 1.3

2.0 Reading Comprehension: 2.1, 2.6

3.0 Literary Response & Analysis: 3.1, 3.3, 3.5, 3.8, 3.9

1.0 Written & Oral Language Conventions: 1.1

1.0 Writing Strategies: 1.1, 1.3, 1.4, 1.9

### List of Units

Unit 1 Written & Oral Language Conventions

Unit 2 Organization & Focus

Unit 3 Expository Critique

Unit 4 Structural Features of Drama

Unit 5 Literary Criticism

Unit 6 Literary Response & Analysis

Unit 7 Narrative Analysis

Unit 8 Writing Strategies

## Unit 1: Written & Oral Language Conventions

Students will begin the year reviewing how to properly structure a formal essay, and perfect the essay through the revision process. Students will also review how to do an oral presentation.

### Key Learning Targets

1.0 Written & Oral English Language Conventions

1.1 Demonstrate a control of grammar, paragraph, and sentence structure.

1.0 Writing Strategies

1.1 Organization & Focus: Students will demonstrate an understanding of the elements of writing/speaking when completing a writing assignment.

1.9 Evaluation & Revision: Revise and improve sentence structure, keeping the audience in mind.

## Unit 2: Comprehension & Analysis

Students will read a unit from the Pearson Literature Book entitled *Early National Literature*. This unit will entail various speeches and works of fiction/nonfiction. Students will focus on the author's purpose in writing the work.

### Key Learning Targets

1.0 Writing Strategies

1.1 Organization & Focus: Students will demonstrate an understanding of author's/writer's purpose.

1.0 Word Analysis

1.2 Vocabulary and Concept Development: Apply knowledge of roots and affixes of words.

### **Unit 3: Expository Critique**

Students will learn new concepts of ethos, pathos, and logos, appeals to emotion, and logical fallacies. Students will apply their understanding of rhetorical devices when reading slave narratives, and demonstrate their understanding by presenting a project.

#### **Key Learning Targets**

2.0 Reading Comprehension

2.6 Expository Critique: Review the truthfulness of arguments; appeals to an audience using image, logic, or emotions.

1.0 Written & Oral English Language Conventions

1.1 Demonstrate a control of grammar, paragraph, and sentence structure.

### **Unit 4: Structural Features of Drama**

Students will read the play *The Crucible* and learn about the various elements within a play. In addition, students will apply knowledge from the previous unit to *The Crucible*.

#### **Key Learning Targets**

2.0 Literary Response & Analysis

3.1 Structural Features of Literature: Analyze characteristics that are used in plays.

1.0 Word Analysis

1.2 Vocabulary and Concept Development: Apply knowledge of roots and affixes of words.

### **Unit 5: Literary Criticism**

Students will read a unit from the Pearson Literature Book entitled *The Age of Realism Literature*. Students will be analyzing assumptions and arguments within literary works.

#### **Key Learning Targets**

3.0 Literary Response & Analysis:

3.8 Literary Criticism: Analyze the consistency and clarity of assumptions in works of literature.

3.9 Literary Criticism: Analyze philosophical arguments in works of literature.

1.0 Written & Oral English Language Conventions:

1.1 Demonstrate a control of grammar, paragraph, and sentence structure.

### **Unit 6: Literary Response & Analysis**

Students will read the satirical novel *Huckleberry Finn* and focus on the literary devices used within the work such as irony, hyperbole, and style.

#### **Key Learning Targets**

3.0 Literary Response & Analysis

3.3 Narrative Analysis: Analyze author's tone, mood, irony, and style.

1.0 Word Analysis

1.2 Vocabulary and Concept Development: Apply knowledge of roots and affixes of words.

### **Unit 7: Narrative Analysis**

Students will read a unit from the Pearson Literature Book entitled *The Modern Age*, focusing how word choice affects the coherence of the work.

#### **Key Learning Targets**

2.0 Reading Comprehension

2.2 Comprehension & Analysis: Analyze the way in which clarity of meaning is affected by word choice or repetition of ideas.

1.0 Written & Oral English Language Conventions

1.1 Demonstrate a control of grammar, paragraph, and sentence structure.

## **Unit 8: Writing Strategies**

Students will read the novel *The Great Gatsby*, an American classic. Students will complete a research project to demonstrate their understanding of the era in which Gatsby takes place.

### **Key Learning Targets**

#### **3.0 Literary Response & Analysis**

3.5 Narrative Analysis: Analyze recognized works of American literature representing a variety of genres and traditions.

#### **1.0 Writing Strategies**

1.3 Organization & Focus: Structure and support ideas with relevant examples.

1.4 Organization & Focus: Enhance meaning through the incorporation of visual aids.

#### **1.0 Word Analysis**

1.2 Vocabulary and Concept Development: Apply knowledge of roots and affixes of words.

# English

## Course Name: English 12

### Course Description

During this course, students will study British Literature through the Pearson Literature book, novels, plays, and various poems/narratives. Students will respond to literature through analytical written work and class discussions. In addition, students will continuously work on vocabulary and grammar development. All lessons and assignments are based on state standards.

### Course Text Book

Pearson Apprentice Hall Literature Book

### California Content Standards

1.0 Word Analysis, Fluency, Vocabulary Development: 1.2

2.0 Reading Comprehension: 2.1, 2.2, 2.4

3.0 Literary Response & Analysis: 3.1, 3.3, 3.4, 3.7, 3.9

1.0 Written & Oral Language Conventions: 1.1

1.0 Writing Strategies: 1.1, 1.3, 1.9

### List of Units

Unit 1 Written & Oral Language Conventions

Unit 2 Structural Features of an Epic

Unit 3 Comprehension & Analysis: Main Ideas/Syntax

Unit 4 Narrative Analysis: Mood & Symbols

Unit 5 Structuring Ideas/Arguments

Unit 6 Comparing & Contrasting

Unit 7 Narrative Analysis: Themes of the Era

Unit 8 Analyzing Imagery & Tone to Evoke Emotion

Unit 9 Understanding Author's Purpose

Unit 10 Structural Features of Drama

## Unit 1: Written & Oral Language Conventions

Students will begin the year reviewing how to properly structure a formal essay, and perfect the essay through the revision process. Students will also review how to do an oral presentation.

### Key Learning Targets

1.0 Written & Oral English Language Conventions

1.1 Demonstrate a control of grammar, paragraph, and sentence structure.

2.0 Writing Strategies

1.1 Organization & Focus: Students will demonstrate an understanding of the elements of writing/speaking when completing a writing assignment.

1.9 Evaluation & Revision: Revise and improve sentence structure, keeping the audience in mind.

## Unit 2: Structural Features of an Epic

Students will read the *Anglo-Saxon* unit within the Pearson Literature Book. Students will read two versions of the epic poem *Beowulf* and draw a comparison between both works.

### Key Learning Targets

3.0 Literary Response & Analysis

3.7 Narrative Analysis: Analyze recognized works of world literature from a variety of authors.

1.0 Word Analysis

1.2 Vocabulary and Concept Development: Apply knowledge of roots and affixes of words.

### **Unit 3: Comprehension & Analysis: Satire**

Students will go over the medieval period literary genre. Students will read *Sir Gawain & The Green Knight* and *The Canterbury Tales*. Students will understand the term satire and how main ideas are structured in the poems.

#### **Key Learning Targets**

##### **2.0 Reading Comprehension**

- 2.2 Comprehension & Analysis: Analyze the way in which clarity of meaning is affected by word choice or repetition of ideas.

##### **3.0 Literary Response & Analysis:**

- 3.1 Structural Features of Literature: Analyze characteristics that are used in satires.

##### **1.0 Written & Oral English Language Conventions:**

- 1.1 Demonstrate a control of grammar, paragraph, and sentence structure.

### **Unit 4: Narrative Analysis: Mood & Symbols**

Students will read the Shakespearean play *Macbeth* and focus on mood and symbols within the play. Students will also learn the parts of a tragedy.

#### **Key Learning Targets**

##### **3.0 Literary Response & Analysis**

- 3.3 Narrative Analysis: Analyze the way in which tone, mood, and the author's style affect the rhetorical/aesthetic purposes.

##### **1.0 Word Analysis**

- 1.2 Vocabulary and Concept Development: Apply knowledge of roots and affixes of words.

### **Unit 5: Structuring Ideas/Arguments**

Students will read a unit from the Pearson Literature Book entitled *The Seventeenth Century*. While reading this unit, students will be focusing on how to structure ideas and arguments according to the literary works.

#### **Key Learning Targets**

##### **2.0 Reading Comprehension**

- 2.4 Comprehension & Analysis: Students will make reasonable assertions about the author's argument by using the text defend and clarify interpretations.

##### **1.0 Writing Strategies**

- 1.3 Organization & Focus: Students will structure ideas and arguments and provide support with relevant examples.

##### **1.0 Written & Oral English Language Conventions**

- 1.1 Demonstrate a control of grammar, paragraph, and sentence structure.

### **Unit 6: Comparing & Contrasting**

Students will read a unit from the Pearson Literature Book entitled *Restoration and the 18<sup>th</sup> Century*. During this unit, students will be analyzing the ways in which an author uses rhetorical devices.

#### **Key Learning Targets**

##### **2.0 Reading Comprehension**

- 2.1 Structural Features: Analyze the features and rhetorical devices in an author's work.

##### **3.0 Literary Response**

- 1: Compare and contrast the major literary forms, techniques and characteristics of literary works.

##### **1.0 Word Analysis**

- 1.2 Vocabulary and Concept Development: Apply knowledge of roots and affixes of words.

## **Unit 7: Narrative Analysis: Themes of the Era**

Students will read Jane Austen's novel *Pride and Prejudice* and examine the themes of the era in which Jane Austen lived.

### **Key Learning Targets**

#### **3.7 Narrative Analysis**

- 2: Relate literary works and authors to major themes and issues of their eras.
- 3: Evaluate the philosophical, political, religious, ethical, social influences of the historical period that shaped the characters, plots and settings of the story.

#### **1.0 Word Analysis**

- 1.2 Vocabulary and Concept Development: Apply knowledge of roots and affixes of words.

## **Unit 8: Analyze Imagery & Tone to Evoke Emotion**

Students will read a unit from the Pearson Literature book entitled "The Victorian Age". This unit includes work from a variety of poets such as Tennyson, Browning, Hardy and Rossetti. Students will be reading famous poems and analyzing the imagery and tone used to evoke emotion from the reader.

### **Key Learning Targets**

#### **3.0 Literary Response & Analysis**

#### **3.4 Narrative Analysis: Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader's emotion.**

#### **1.0 Written & Oral English Language Conventions**

- 1.1 Demonstrate a control of grammar, paragraph, and sentence structure.

## **Unit 9: Understanding Author's Purpose**

Students will read a unit from the Pearson Literature book entitled *The Twentieth Century to Present*. During this unit, students will be reading more modern works of literature and focusing on understanding the author's purpose in writing the work.

### **Key Learning Targets**

#### **1.0 Writing Strategies**

- 1.1 Organization & Focus: Demonstrate an understanding of the elements of discourse (purpose, speaker, and audience).

#### **1.0 Word Analysis**

- 1.2 Vocabulary and Concept Development: Apply knowledge of roots and affixes of words.

## **Unit 10: Structural Features of Drama**

Students will read the play titled "Pygmalion" from the Pearson Literature book. In addition to focusing on the structure of plays, students will take a look at the place of women in society during this time period.

### **Key Learning Targets**

#### **3.0 Literary Response & Analysis**

- 3.1 Analyze characteristics of sub-genres that are used in plays.
- 3.7 Literary Criticism: Analyze the clarity or consistency of a topic in a work (e.g. suffrage or woman's role in society).

#### **1.0 Written & Oral English Language Conventions**

- 1.1 Demonstrate a control of grammar, paragraph, and sentence structure.

## World History

August				September				October				November				December				
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30
Unit 1 Modern Political Thought		Unit 2 Enlightenment & Revolution						Unit 3	No School	Industrial Revolution		Unit 4 New Imperialism		Unit 5		No School	WWI Causes & Course		Finals	No School
January					February				March				April				May			
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1
Unit 6 Post WWI		7 Totalitarian	Unit 8 WWII Causes & Course		No School			Unit 9 Post WWII			10 Nation Building	No School	11 World Econ		Unit 12 Holocaust		13 Vietnam	Finals	No School	

## US History

August					September				October				November				December			
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30
Unit 1 Establishment of the United States					Unit 2 US as a World Power				No School	Unit 2 Continued		Unit 3 The Roaring 20s to FDRs New Deal				No School	Unit 3 Continued		Finals	No School
January					February				March				April				May			
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1
Unit 4 The US in WWII					Unit 5	No School	The Cold War and Social Change				Unit 6		No School			The US in the New World Order		Finals	No School	

## Government

August					September				October				November				December			
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30
Unit 1 Foundations	Unit 2 Citizens' Rights		Unit 3 Values & Principles		Unit 4 Three Branches of Government		Unit 5	No School	Consti- tution	6 Political Parties			Unit 7 Public Policies & Services		8 Politics & the Media	No School	9 Pol & Econ Sys	10 Const. Democ.	Finals	No School

## Economics

January					February				March				April				May			
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1
Unit 1 Economic Concepts			Unit 2 Microeconomics		No School	Unit 3 Macroeconomics: Institutions			Unit 4 Macroeconomics: Policies			No School	Unit 5		International Trade			Finals	No School	



# Social Studies

## Course Name: World History

### Course Description

After an overview of the historical rise of democratic ideas and revolutions and modern thought, this course focuses on the period of world history from the Enlightenment Period to the contemporary world. The elements explored are art, belief systems, economic systems, environment, government, migration, science, and society.

This class consists of 11 core units, with 2 end units which explore in-depth the Holocaust, and the war in Vietnam. Materials will draw from a number of sources, including films, documentary videos, historical writings, and the course text.

**Course Textbook:** Human Legacy by Holt (2008)

### California Content Standards

World History, Culture and Geography 10.1 through 10.11

### List of Units:

- Unit 1 Modern Political Thought
- Unit 2 Enlightenment and Revolution
- Unit 3 The Industrial Revolution
- Unit 4 The Age of Imperialism
- Unit 5 World War I: Causes & Course
- Unit 6 Post World War I
- Unit 7 The Rise of Totalitarian Governments
- Unit 8 World War II: Causes & Course
- Unit 9 Post World War II
- Unit 10 Nation Building
- Unit 11 Modern World Economy
- Unit 12 The Holocaust
- Unit 13 The Vietnam War

### Unit 1: Modern Political Thought

Students will relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought and the progress of democratic ideas through time.

#### Key Learning Targets

- 10.1.1 Analyze the similarities and differences in Judeo-Christian and Greco-Roman thought
- 10.1.2 Trace the development of the Western political ideas of the rule of law
- 10.1.3 Consider the influence of the U.S. Constitution on other political systems

### Unit 2: Enlightenment and Revolution

Students will compare and contrast the Glorious Revolution of England with the American Revolution and the French Revolution, and list the principles of the various documents which influenced the political expectations for self-government and individual liberty.

#### Key Learning Targets

- 10.2.1 Compare the major ideas of philosophers and their effects on democratic revolutions
- 10.2.2 List principles of Magna Carta, English Bill of Rights, American Declaration of Independence
- 10.2.2 Understand the unique character of the American Revolution, its affect on other countries

### **Unit 3: The Industrial Revolution**

Students will analyze the effects of the Industrial Revolution on society and the economies England, France, Germany, Japan, and the United States.

#### **Key Learning Targets**

- 10.3.1 Analyze why England was the first to industrialize
- 10.3.2 Examine scientific/technological change in social, economic, and cultural change
- 10.3.3 Describe the growth of population, rural to urban migration, and growth of cities
- 10.3.4 Trace the evolution of work and labor

### **Unit 4: The Age of Imperialism**

Students will analyze patterns of global change in the era of New Imperialism in two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines, and understand why Western nations wanted to build empires.

#### **Key Learning Targets**

- 10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism
- 10.4.2 Discuss the locations of the colonial rule of the colonizing nations
- 10.4.3 Explain imperialism from the perspective of the colonizers and the colonized
- 10.4.4 Describe the independence struggles of the colonized regions of the world

### **Unit 5: World War I: Causes & Course**

Students will analyze the causes and course of the First World War.

#### **Key Learning Targets**

- 10.5.1 Students will analyze the arguments for entering into war
- 10.5.2 Examine the principal theaters of battle and major turning points
- 10.5.3 Explain how Russian Revolution and entry of U.S. affected the course of the war
- 10.5.4 Understand the nature of the war and its human costs

### **Unit 6: Post World War I**

Students will analyze the effects of the First World War on Europe and other countries which were involved.

#### **Key Learning Targets**

- 10.6.1 Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
- 10.6.3 Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

### **Unit 7: The Rise of Totalitarian Governments**

Students will analyze the rise of totalitarian governments after World War I.

#### **Key Learning Targets**

- 10.7.3 Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

### **Unit 8: World War II: Causes & Course**

Students will analyze the causes and consequences of World War II.

#### **Key Learning Targets**

- 10.8.1 Compare the German, Italian, and Japanese drives for empire in the 1930s
- 10.8.2 Understand the role of appeasement, and nonintervention (isolationism), prior to the outbreak of World War II.
- 10.8.4 Describe the political, diplomatic, and military leaders during the war
- 10.8.5 Analyze the Nazi policy of pursuing racial purity, especially against the European Jews

## **Unit 9: Post World War II**

Students will analyze the international developments after World War II.

### **Key Learning Targets**

- 10.9.2 Analyze the causes of the Cold War
- 10.9.3 Understand the importance of the Truman Doctrine and the Marshall Plan and the importance of America's postwar policy to prevent the spread of Communism
- 10.9.4 Analyze the Chinese Civil War and the rise of Mao Tse-tung
- 10.9.6 Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state

## **Unit 10: Nation Building**

Students will analyze nation building in the contemporary world and the social impact on these countries and the world.

### **Key Learning Targets**

- 10.10.1 Understand the challenges in the regions, including geopolitical, cultural, military, and economic
- 10.10.2 Describe the recent history of the regions, including political divisions and systems

## **Unit 11: Modern World Economy**

Students will analyze the integration of countries into the world economy. This unit will cover the informational, technological, and communications revolution, e.g. television, satellites, and computers.

### **Key Learning Targets**

- 10.11 Analyze the integration of countries into the world economy.

## **Unit 12: The Holocaust**

Students will examine, in-depth, the history of the European Jews during the Nazi rule and the events leading up to and involving the Holocaust.

### **Key Learning Targets**

- 10.8.5 Analyze the Nazi policy of pursuing racial purity, especially against the European Jews

## **Unit 13: The Vietnam War**

Students will do an in-depth examination and analysis of the Vietnam War, and the events leading up to it.

### **Key Learning Targets**

- 10.9.2 Analyze the causes of the Cold War, and competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
- 10.9.3 Understand the importance of America's postwar policy to prevent the spread of Communism in arenas such as Southeast Asia (i.e., the Vietnam War)

# Social Studies

## Course Name: United States History

### Course Description

In this course we will focus on the history of the United States during the 20<sup>th</sup> Century, with an emphasis on how the country rose from a recently established republic to a dominant world power. We will examine the cultural and domestic trends that influenced the character of the country, explore the development of its foreign policy and the attendant pursuit of economic wealth and its impact on the rest of the world.

### Course Textbook

Holt, Rinehart and Winston's American Anthem (2009)

### California Content Standards

- 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
- 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- 11.7 Students analyze America's participation in World War II.
- 11.8 Students analyze the economic boom and social transformation of post-World War II America.
- 11.9 Students analyze U.S. foreign policy since World War II.
- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

### List of Units

- Unit 1 The Establishment of the United States (Review)
- Unit 2 The Emergence of the United States as a World Power
- Unit 3 The Roaring Twenties, the Great Depression, and the New Deal
- Unit 4 The United States in World War II & the Roots of the Cold War
- Unit 5 The Challenges of the Cold War & Social Change
- Unit 6 The United States in the New World Order

### Unit 1: The Establishment of the United States (Review)

In this unit we will review the establishment of the United States of America, revisit the U.S. Civil War, and explore the Western expansion during the Manifest Destiny period.

### Key Learning Targets

- 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

## **Unit 2: The Emergence of the United States as a World Power**

In this unit we will examine the Progressive Era, the Spanish-American War, and the Great War (World War I) and the global impact that resulted from it.

### **Key Learning Targets**

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

## **Unit 3: The Roaring Twenties, the Great Depression, and the New Deal**

In this unit we will study the post-war period of economic prosperity, the economic crash of 1929 and the Great Depression, and FDR's New Deal.

### **Key Learning Targets**

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).

## **Unit 4: The United States in World War II & the Roots of the Cold War**

In this unit we will investigate some of the causes of the Second World War and the great mobilization that contributed to the success of the U.S. in the war.

### **Key Learning Targets**

11.7 Students analyze America's participation in World War II.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.

11.9 Students analyze U.S. foreign policy since World War II.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
  - o The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
  - o The Truman Doctrine
  - o The Berlin Blockade
  - o The Korean War
  - o Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies

## **Unit 5: The Challenges of the Cold War & Social Change**

We will explore the 1960's and its tremendous social change; from the New Frontier of JFK to the Civil Rights Movement, and explore the divisive War in Vietnam.

### **Key Learning Targets**

11.8 Students analyze the economic boom and social transformation of post-World War II America.

1. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

11.9 Students analyze U.S. foreign policy since World War II.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
  - o The Bay of Pigs invasion and the Cuban Missile Crisis
  - o The Vietnam War
  - o Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).

11.10 Students analyze the development of federal civil rights and voting rights.

2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr. 's "Letter from Birmingham Jail" and "I Have a Dream" speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

## **Unit 6: The United States in the New World Order**

Following the uncertainties of the Nixon presidency and the collapse of the Soviet Union, the United States emerges as the dominant world power.

### **Key Learning Targets**

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.

# Social Studies

## Course Name: Government

### Course Description

Students pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. This class consists of ten core units. Materials will draw from a number of sources, including films, documentary videos, historical writings, and the course text.

### Course Textbook

United States Government: Democracy in Action, Glencoe (2006)

### California Content Standards

U.S. Government

12.1 through 12.10

### List of Units

- Unit 1: Foundations of Government
- Unit 2: Rights and Obligations of Citizens
- Unit 3: Values and Principles of Civil Society
- Unit 4: The Three Branches of Government
- Unit 5: The Constitution
- Unit 6: Political Parties and Voter Participation
- Unit 7: Public Policies and Services
- Unit 8: Politics and the Media
- Unit 9: Political and Economic Systems
- Unit 10: Analysis of Our Constitutional Democracy

## Unit 1: Foundations of Government

Students explain the fundamental principles and moral values of American democracy

### Key Learning targets

- 12.1.1 Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers on the development of American government.
- 12.1.2 Explain how the U.S. Constitution reflects a balance between republican ideals and liberal ideals
- 12.1.3 Explain how the Founding Fathers established a constitutional system that limited the power of the governors and the governed
- 12.1.4 Describe the systems of separated and shared powers and checks and balances
- 12.1.5 Understand how the Bill of Rights limits the powers of the government

## **Unit 2: Rights and Obligations of Citizens**

Students evaluate, take and defend positions on rights and obligations as democratic citizens.

### **Key Learning targets**

- 12.2.1 Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights
- 12.2.2 Discuss the individual's legal obligations to obey the law
- 12.2.3 Understand the obligations of civic-mindedness
- 12.2.4 Describe the reciprocity between rights and obligations

## **Unit 3: Values and Principles of Civil Society**

Students evaluate and take and defend positions on the fundamental values and principles of civil society.

### **Key Learning targets**

- 12.3.1 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
- 12.3.2 Explain how people can bring their influence to bear on government
- 12.3.3 Discuss the historical role of religion and religious diversity.
- 12.3.4 Compare constitutional democracies to authoritarian and totalitarian regimes.

## **Unit 4: The Three Branches of Government**

Students analyze the unique roles and responsibilities of the three branches of government.

### **Key Learning targets**

- 12.4.1 Discuss Article I of the Constitution as it relates to the legislature
- 12.4.2 Explain the process through which the Constitution can be amended.
- 12.4.3 Identify their current representatives in the legislative branch
- 12.4.4 Discuss Article II of the Constitution as it relates to the executive branch
- 12.4.5 Discuss Article III of the Constitution as it relates to judicial power

## **Unit 5: The Constitution**

Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

### **Key Learning targets**

- 12.5.1 Understand the changing interpretations of the Bill of Rights
- 12.5.2 Analyze judicial activism and judicial restraint
- 12.5.3 Evaluate the effects of the Court's interpretations of the Constitution
- 12.5.4 Explain the controversies that have resulted over changing interpretations of civil rights

## **Unit 6: Political Parties and Voter Participation**

Students evaluate issues regarding campaigns for national, state, and local elective offices.

### **Key Learning targets**

- 12.6.1. Analyze the origin, development, and role of political parties
- 12.6.2 Discuss the history of the nomination process for presidential candidates
- 12.6.4 Describe the means that citizens use to participate in the political process
- 12.6.5 Discuss the features of direct democracy in numerous states
- 12.6.6 Analyze causes and effects of reapportionment and redistricting

## **Unit 7: Public Policies and Services**

Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

### **Key Learning targets**

- 12.7.1 Explain how conflicts between levels and branches of government are resolved
- 12.7.3 Discuss reserved powers and concurrent powers of state governments.
- 12.7.4 Discuss the extent of the federal government's power.
- 12.7.6 Compare the processes of lawmaking.
- 12.7.7 Identify the organization and jurisdiction of federal, state, and local courts.



### **Unit 8: Politics and the Media**

Students evaluate and take and defend positions on the influence of the media on American political life.

#### **Key Learning targets**

12.8.1 Discuss the meaning and importance of a free and responsible press.

12.8.2 Describe the roles of broadcast, print, and electronic media.

12.8.3 Explain how public officials use media to influence and communicate with voters.

### **Unit 9: Political and Economic Systems**

Students analyze the origins, characteristics, and development of different political systems.

#### **Key Learning targets**

12.9.2 Compare the various ways in which power is distributed, shared, and limited

12.9.3 Discuss the advantages and disadvantages of various systems of government

12.9.4 Describe for at least two countries the conditions that gave rise to tyrannies

12.9.5 Identify the twentieth-century African, Asian, and Latin American dictators

12.9.6 Describe the ideologies that give rise to Communism.

12.9.7 Identify the successes of relatively new democracies around the globe

### **Unit 10: Analysis of Our Constitutional Democracy**

Students formulate questions about and defend their analyses of tensions and necessary balances within our constitutional democracy.

# Social Studies

## Course Name: Economics

### Course Description

This is a semester-long class worth 5 units towards graduation requirement. Economics refers to the systems of choices we make to deal with scarcity and finite resources. In this course, you will be introduced to some of the basic concepts (ideas) and terms regarding economics. We will examine the cultural and domestic trends that influenced economics with a special emphasis on the United States and the way the development of its foreign policy and the attendant pursuit of economic wealth has impacted the rest of the world.

### Course Textbook

Glencoe's Economics: Principles & Practices (1998)

### California Content Standards

- 12.1 Students understand common economic terms and concepts and economic reasoning.
- 12.2 Students analyze the elements of America's market economy in a global setting.
- 12.3 Students analyze the influence of the federal government on the American economy.
- 12.4 Students analyze the elements of the U.S. labor market in a global setting.
- 12.5 Students analyze the aggregate economic behavior of the U.S. economy.
- 12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United State's borders.

### List of Units

- Unit 1 Introduction to Fundamental Economic Concepts
- Unit 2 Microeconomics
- Unit 3 Macroeconomics: Institutions
- Unit 4 Macroeconomics: Policies
- Unit 5 The Challenges of International Trade

### Unit 1: Introduction to Fundamental Economic Concepts

In this unit we will explore the basic key ideas of Scarcity, Capitalism, and different forms of Business Organizations. You will select a stock or company to monitor.

#### Key Learning Targets

- 12.1 Students understand common economic terms and concepts and economic reasoning.
  - 1. Examine the causal relationship between scarcity and the need for choices.
  - 2. Explain opportunity cost and marginal benefit and marginal cost.
  - 4. Evaluate the role of private property as an incentive in conserving and improving scarce.

### Unit 2: Microeconomics

We will study the concepts of Supply, Demand, Pricing, and Market Structures. You will be responsible for completing a detailed 5-year plan with a specific budget.

#### Key Learning Targets

- 12.2 Students analyze the elements of America's market economy in a global setting.
  - 1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
  - 2. Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.
  - 3. Explain the roles of property rights, competition, and profit in a market economy.

### **Unit 3: Macroeconomics: Institutions**

We will study the role of Employment, Labor and Wages, Government, Banks, and other Financial Markets. Students will be responsible for designing a fictional business entity.

#### **Key Learning Targets**

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

12.4 Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.

### **Unit 4: Macroeconomics: Policies**

We will investigate some of the ways and methods economists use to determine or influence performance, and the ways that governments and markets adjust to instability.

#### **Key Learning Targets**

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.

### **Unit 5: The Challenges of International Trade**

We will examine the global markets and the expansion of international trade. This unit will feature a model international stock market activity.

#### **Key Learning Targets**

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

3. Understand the changing role of international political borders and territorial sovereignty in a global economy.

## Algebra I

August					September				October				November				December			
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30
Unit 1 Real Numbers		Unit 2 Simple Equations			Unit 3 Inequality Equations				No School	Unit 4 Functions						No School	Unit 5 Linear Equations		Finals	No School

January					February				March				April				May			
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1
Unit 6 System of Equations		Unit 7 Exponents			No School	Unit 8 Polynomials & Factoring				Unit 9 Quadratic Equations			No School	Review		Unit 10 Radical Expressions			Finals	No School

## Geometry

August					September				October				November				December			
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30
Unit 1 Tools		Unit 2 Proofs			Unit 3 Parallel & Perpendicular		Unit 4 Congruent Triangles		No School	Unit 5 Relationships within Triangles				Unit 6 Quadrilaterals		No School	Review		Finals	No School

January					February				March				April				May			
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1
Unit 7 Similarity				Unit 8 Right Triangles		No School		Unit 9 Transformations			Unit 10 Area		No School	Review		Area	Semester Review		Finals	No School

## Algebra II

August					September				October				November				December			
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30
Unit 1 Algebra Tools		Unit 2 Functions			Unit 3 Linear Systems				No School	Unit 4 Matrices				Unit 5		No School	Quadratics		Finals	No School

January					February				March				April				May			
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1
Unit 6 Polynomials		Unit 7 Radical Functions			No School	Unit 8 Exponents & Logs				Unit 9 Rational Functions			No School	Review		Unit 10 Quadratic Relations			Finals	No School

# Mathematics

## Course Name: Algebra I

### Course Description

This class is a study of the language, concepts, and techniques of Algebra that will prepare students to approach and solve problems following a logical succession of steps. Skills taught in the course lay groundwork for upper level math and science courses and have practical uses.

### Course Text Book

California Algebra 1, Prentice Hall (2009)

### California Content Standards

Algebra 1: Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

### Lists of Units

- Unit 1 Real Numbers
- Unit 2 Simple Equations
- Unit 3 Inequality Equations
- Unit 4 Functions
- Unit 5 Linear Equations and Their Graphs
- Unit 6 System of Equations
- Unit 7 Exponents
- Unit 8 Polynomials and Factoring
- Unit 9 Quadratic Equations
- Unit 10 Radical Expressions

## Unit 1: Real Numbers

In this unit, students will learn how to identify properties of numbers: integers, irrational and real. They will also model relationships and equations. They will apply the order of operations to simplify and evaluate expressions including distributive property and simplifying expressions.

### Key Learning Targets

- 1.0 Identify number types
- 2.0 Understand and use such as taking opposite and finding reciprocal
- 25.0 Use properties of number systems to judge the validity of results to justify each step of a procedure.

## Unit 2: Simple Equations

Students solve problems involving simple equations and equations with variables on both sides by deductive reasoning, the distributive property and other properties.

### Key Learning Targets

- 5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step. "
- 15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems."
- 25.0 Use properties of the number system to judge the validity of results

### Unit 3: Inequality Equations

In this unit, students will continue their investigation of equations involving various inequalities. This unit is similar to unit 2 as the properties are the same a equations.

#### Key Learning Targets

- 3.0 Students solve equations and inequalities involving absolute values.
- 4.0 Students simplify expressions prior to solving linear equations and inequalities in one variable.
- 5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

### Unit 4: Functions

Students will begin with introduction to graphing points on a coordinate plane. Then they will learn to read and use functional notations they model function rules with tables and graphs. They finally learn to identify and use inductive or deductive reasoning to form conclusions.

#### Key Learning Targets

- 16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
- 17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
- 18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

### Unit 5: Linear Equations and Their Graphs

This unit introduces rates of change and defines slope of a line as a ratio of the vertical change to the horizontal change. This leads to graphing linear equations and writing the equation of a line in 3 different forms using slope, intercepts, or points on the line. Parallel and perpendicular lines are explored.

#### Key Learning Targets

- 6.0 Students graph a linear equation and compute the x- and y- intercepts (e.g., graph  $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by  $2x + 6y < 4$ ).
- 7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.
- 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

### Unit 6: System of Equations

Systems of equations and inequalities: In this chapter, students solve linear equations by graphing. They learn the three possibilities for the solution of a system of two equations: parallel lines that coincide, and lines that intersect. This leads to algebraic methods for solving systems of equations, and then to solving problems by writing a system of linear equations. Graphing linear equations is compared to graphing linear inequalities. Students solve systems of linear inequalities by graphing.

#### Key Learning Targets

- 6.0 Students graph a linear equation and compute the x- and y- intercepts (e.g., graph  $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by  $2x + 6y < 4$ ).
- 9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

## **Unit 7: Exponents**

This unit introduces zero and negative exponents and how to evaluate exponents, and how to evaluate exponential expressions. Problems using scientific notation and other exponential expressions illustrate multiplying and dividing powers, raising a power to a power and raising products and quotients to a power.

### **Key Learning Targets**

- 2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
- 10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

## **Unit 8: Polynomials and Factoring**

This chapter helps students build knowledge and skills in working with polynomials. This includes combining monomials, binomials, and polynomials using addition, subtraction, and multiplication.

### **Key Learning Targets**

- 2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
- 4.0 Students simplify expressions prior to solving linear equations and inequalities in one variable, such as  $3(2x-5) + 4(x-2) = 12$ .
- 10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

## **Unit 9: Quadratic Equations**

In this unit, students extend their skills in graphing and solving linear equations and inequalities to quadratic equations and inequalities.

### **Key Learning Targets**

- 14.0 Students solve a quadratic equation by factoring or completing the square.
- 19.0 Students know the quadratic formula and are familiar with its proof by completing the square.
- 20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
- 21.0 Students Graph quadratic functions and know that their roots are the X intercepts

## **Unit 10: Radical Expressions**

This unit focuses on the skills students need in order to operate with radical expressions. They will learn to simplify radicals as well as add, multiply and divide radicals.

### **Key Learning Targets**

- 2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
- 17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

# Mathematics

Course Name: Geometry

## Course Description

Geometry introduces the study of points, segments, triangles, polygons, circles, solid figures, and their associated relationships as a mathematical system. Emphasis is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these figures concerning surface areas, volumes, congruency, similarity, transformations, and coordinate Geometry.

## Course Text Book

California Geometry Prentice Hall (2009)

## California Content Standards

The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

## Lists of Units

- Unit 1 Tools of Geometry
- Unit 2 Proofs
- Unit 3 Parallel and Perpendicular
- Unit 4 Congruent Triangles
- Unit 5 Relationships within Triangles
- Unit 6 Quadrilaterals
- Unit 7 Similarity
- Unit 8 Right Triangles and Trig
- Unit 9 Transformations
- Unit 10 Area

## Unit 1: Tools of Geometry

Students begin their study of geometry by learning to reason inductively. They will use the undefined terms point, line, and plane in postulates about segments, rays, lines planes, and angles. Students will learn how to measure segments and angles and how to use a compass and straightedge to construct geometric figures. Finally, they will find distance on the coordinate plane algebraically and calculate the circumference, perimeter, and area of geometric figures.

## Key Learning Targets

- 1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.
- 3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.
- 8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.



## **Unit 2: Reasoning and Proofs**

Students will apply postulates from chapter 1, deductive reasoning, and laws of logic to write paragraph proofs. After learning about conditionals, converses, and bi-conditionals, students will evaluate logical arguments using the law of Detachment and the law of Syllogism. They will use algebraic properties to justify each step in solving algebraic equations. Finally, students will prove several theorems about angles.

### **Key Learning Targets**

- 1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.
- 2.0 Students write geometric proofs, including proofs by contradiction.
- 3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.

## **Unit 3: Parallel and Perpendicular Lines**

Students will build on their knowledge of angles to prove and use properties of parallel lines. They will use these properties to prove that the sum of the measures of the angles in a triangle is 180, and to find the formula for the sum of the angle measures in a polygon having  $n$  sides. Students will learn the relationship that different forms of linear equations have with the slopes of parallel and perpendicular lines. Finally, students will construct parallel and perpendicular lines, and quadrilaterals.

### **Key Learning Targets**

- 2.0 Students write geometric proofs, including proofs by contradiction.
- 4.0 Students prove basic theorems involving congruence and similarity.
- 7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

## **Unit 4: Congruent Triangles**

Students will use their knowledge of corresponding parts of congruent polygons to study and apply postulates and theorems related to triangle congruence. These include SSS, SAS, ASA, AAS, HL, and the Isosceles Triangle Theorem. Throughout this chapter, students complete progressively more complex proofs.

### **Key Learning Targets**

- 2.0 Students write geometric proofs, including proofs by contradiction.
- 4.0 Students prove basic theorems involving congruence and similarity.
- 5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.
- 12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

## **Unit 5: Relationships within Triangles**

This unit will focus on presenting and providing relationships within a triangle that students can, in turn, use to prove relationships within other figures. Some of the relationships involve mid segments, angle bisectors, perpendicular bisectors, altitudes, medians, and inequalities. Students will learn how to form inverses and contra positives, which prepares them to prove several theorems indirectly and provides another invaluable technique of proof.

### **Key Learning Targets**

- 4.0 Students prove basic theorems involving congruence and similarity.
- 5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.
- 6.0 Students know and are able to use the triangle inequality theorem.

## Unit 6: Quadrilaterals

Students apply triangle relationships, algebraic techniques, and methods of proof to the study of quadrilaterals. A thorough study of parallelograms leads to an analysis of special parallelograms (rhombuses, rectangles, and squares), trapezoids, and kites. Finally, coordinate proof is introduced and used to prove the trapezoid mid-segment theorem.

### Key Learning Targets

- 7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.
- 12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.
- 13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.

## Unit 7: Similarity

In this chapter, students will learn properties of ratios and proportions that are needed to study similarity. They will learn ways to prove triangles similar using the definition of similar polygons. Students will find proportional relationships formed by parallel segments, and by angle bisectors within triangles as well as by altitudes to the hypotenuse in right triangles.

### Key Learning Targets

- 2.0 Students write geometric proofs, including proofs by contradiction.
- 4.0 Students prove basic theorems involving congruence and similarity.
- 5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.
- 7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.

## Unit 8: Right Triangles and Trigonometry

Students use the Pythagorean theorem to find missing side lengths and apply properties of 30 degrees, 60 degrees, 90 degrees, & 45 degree, 45 degree, 90 degree triangles. The sine, cosine, and tangent trigonometric ratios are developed as applications of right triangle geometry. Students use the ratio to find unknown lengths and angle measures in diagrams and real world scenarios involving angles of elevation, angles of depression, and vectors.

### Key Learning Targets

- 15.0 Students use the Pythagorean Theorem to determine distance and find missing lengths of sides of right triangles.
- 18.0 Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them.  
For example,  $\tan(x) = \sin(x)/\cos(x)$ ,  $(\sin(x))^2 + (\cos(x))^2 = 1$ .
- 19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

## Unit 9: Transformations

In this unit, students will name and examine transformations on a plane. They will identify and perform reflections, translations, and rotations, and then combine them as compositions of transformations and glide reflections. They then will apply the fundamental theorem of isometries and the isometric classification theorem to symmetry and tessellations. Students also study dilations as non-isometric similarity transformations.

### Key Learning Targets

- 5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.
- 12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.
- 17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.

## **Unit 10: Area**

In this unit, students will use concepts from their study of triangles and quadrilaterals to develop area formulas, first for quadrilaterals and then for regular polygons and circles. Special area formulas will be derived for parallelograms, rhombuses, trapezoids, and kites. Students also examine the ratios of the perimeters and of the areas of similar figures. Finally, students will consider arcs and apply their areas to geometric probability

### **Key Learning Targets**

- 7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.
- 8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
- 10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.
- 11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
- 19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.

# Mathematics

## Course Name: Algebra II

### Course Description

Algebra II provides a review and extension of the concepts taught in Algebra I. Topics covered will include equations and inequalities, coordinates and graphs, general functions, polynomial and rational functions, exponential and logarithmic function. Trigonometric functions of angles and of real numbers, analytic trigonometry, systems of equations and inequalities, sequences and series. Throughout this course, students will develop learning strategies, critical thinking skill, and problem solving techniques to prepare for future math courses and college entrance exams.

### Course Text Book

California Algebra 2, Prentice Hall (2009)

### California Content Standards

This discipline complements and expands the mathematical content and concepts of algebra I and geometry. Students who master algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.

### Lists of Units

- Unit 1 Algebra Tools
- Unit 2 Functions, Equations, and Graphs
- Unit 3 Linear Systems
- Unit 4 Matrices
- Unit 5 Quadratic Equations and Functions
- Unit 6 Polynomials and Polynomial Functions
- Unit 7 Radical Functions and Rational Exponents
- Unit 8 Exponential and Logarithmic Functions
- Unit 9 Rational Functions
- Unit 10 Quadratic Relations and Conic Selections

### Unit 1: Algebra Tools

This unit begins with a review of the properties of real numbers, followed by algebraic expressions. Students are guided through solving equations, inequalities, and absolute value equations and inequalities. The chapter concludes with a lesson on probability.

#### Key Learning Targets

- 1.0 Students solve equations and inequalities involving absolute value.
- 2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.

### Unit 2: Functions, Equations, and Graphs

This unit begins by introducing students to relations and functions. In the next lesson, students learn about linear equations and slope. Students then study direct variation, and using linear models. Absolute value functions and graphs, and families of functions are presented. Students conclude the chapter with a lesson on two variable inequalities.

#### Key Learning Targets

- 1.0 Students solve equations and inequalities involving absolute value.
- 2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.
- 9.0 Students solve equations and inequalities involving absolute value.

### **Unit 3: Linear Systems**

This unit begins introducing students to the methods of solving systems of equations graphically and algebraically. Students then apply what they learned about systems of equations to solving systems of inequalities. They then learn to model real-world situations with linear programming. Finally, students are introduced to graphs in three dimensions and systems in three variables.

#### **Key Learning Targets**

2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.

1.0 Students solve equations and inequalities involving absolute value.

### **Unit 4: Matrices**

This unit introduces students to organizing data into matrices. Students then learn addition and subtraction of matrices, and matrix multiplication. Next, students investigate geometric transformations with matrices. Students also learn about 2x2 and 3x3 matrices, determinants, and inverses. Finally, students learn about inverse matrices, matrices of systems, and augmented matrices and systems.

#### **Key Learning Targets**

2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.

#### **Linear Algebra**

6.0 Students add, subtract, multiply, and divide complex numbers.

7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.

### **Unit 5: Quadratic Equations and Functions**

This unit begins by introducing the concept of modeling data with quadratic functions. Students then learn about the properties of parabolas, and how to translate parabolas. Next, students are introduced to factoring quadratic expressions, followed by a lesson on solving quadratic equations by factoring or finding square roots. The chapter continues by introducing students to complex numbers. Students complete the chapter with lessons on solving quadratic equations by completing the square and by using the quadratic formula.

#### **Key Learning Targets**

4.0 Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.

5.0 Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.

6.0 Students add, subtract, multiply, and divide complex numbers.

8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula.

Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

## **Unit 6: Polynomials and Polynomial Functions**

This unit introduces students to polynomials and polynomial functions. Students begin by defining and identifying polynomial functions. They then learn how to divide polynomials. Next, students learn how to solve polynomial equations. They also learn theorems about roots of polynomial equations, and the fundamental theorem of algebra. Students then apply what they have learned to solve problems involving permutations and combinations, and then learn the binomial theorem.

### **Key Learning Targets**

- 3.0 Students are adept at operations on polynomials, including long division.
- 4.0 Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.
- 8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.
- 9.0 Students graph quadratic functions and determine the maxima, minima, and zeros of the function.
- 18.0 Students use fundamental counting principles to compute combinations and permutations.

## **Unit 7: Radical Functions and Rational Exponents**

Students begin the chapter with an introduction to roots and expressions. Next students learn how to multiply and divide radical expressions. Students then study binomial radical expressions and rational exponents. Subsequently, students learn how to solve radical equations, and are introduced to function operations. The chapter concludes with lessons on inverse relations and functions, and graphing radical functions.

### **Key Learning Targets**

- 8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. They also solve quadratic equations in the complex number system.
- 12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.
- 15.0 Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.

## **Unit 8: Exponential and Logarithmic Functions**

Students begin the unit by exploring exponential functions. These lessons are followed by logarithmic functions as inverses, and properties of logarithms. Students continue the chapter by learning about exponential and logarithmic equations, and conclude with a lesson on natural logarithms.

### **Key Learning Targets**

- 11.0 Students understand the inverse relationship between exponents and logarithms, and use this relationship to solve problems involving logarithms and exponents.
- 12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.
- 13.0 Students use the definition of logarithms to translate between logarithms in any base.
- 14.0 Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.

## **Unit 9: Rational Functions**

Students begin the unit by exploring the concept of inverse variation, and learning how to graph inverse variations. Students then study rational functions and their graphs. Students then study how to multiply, divide, add, and subtract rational expressions. They then study how to solve rational equations. Students conclude the chapter by exploring finding the probability of multiple events.

### **Key Learning Targets**

- 7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.

## **Unit 10: Quadratic Relations and Conic Sections**

In this unit, students learn that conic sections are curves that can be formed by intersecting a plane with a double cone. They learn how to graph parabolas, circles, ellipses, and hyperbolas, as well as how to identify the different conic sections from their equations. Students also learn to apply the same techniques that they used to translate parabolas in lesson 5-3 to translate circles, ellipses, and hyperbolas.

### **Key Learning Targets**

- 12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.
- 16.0 Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it.
- 17.0 Given a quadratic equation of the form  $ax^2 + by^2 + cx + dy + e = 0$ , students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation

## Biology

August					September				October				November				December			
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30
Unit 1 Introduction	Unit 2 Matter and Life			Unit 3 Ecology				Unit 4	No School	Cells and Organelles			Unit 5 Cell Division			No School	Unit 6 Genetics		Finals	No School

January					February				March				April				May			
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1
Unit 7 Zygote to Phenotype		Unit 8 DNA and Protein			Unit 9	No School	Alteration		Unit 10 Physiology		Unit 11 Immune Sys.		No School	Review		Unit 12 Dissections			Finals	No School

## Chemistry

August					September				October				November				December			
3-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-16	21-25	28-2	5-9	12-16	19-30
Unit 1 Introduction	Unit 2 Conversions		Unit 3 Periodic Table					Unit 4	No School	Bonds			Unit 5 Stoichiometry		No School			Review	Finals	No School

January					February				March				April				May			
4-6	9-13	16-20	23-27	31-3	6-10	13-17	20-24	27-2	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	21-25	28-1
Unit 6 Gases		Unit 7 Solutions		Unit 8 Acid/Bases		No School	Unit 9 Thermo- dynamics		Unit 10 Reaction Rates		Unit 11 Equilibrium		No School	Review		Unit 12 Nuclear/Organic		Review	Finals	No School



# Science

## Course Name: Biology

### Course Description

Biology is a one year 10 credit course that explores the foundation of living things. Students will begin the year studying the structure of science, participating in an investigative activity using the scientific method. During the warm fall months, students will explore the outdoors and the interactions that mankind has with the environment. Cells, heredity and DNA will be the next frontier that will be investigated. We will look at the mechanisms for evolutionary change among organisms and how the body communicates and protects itself from infection and harm. The course is a lab based course that requires students keeping a lab book where they record observations both quantitative and qualitative.

### Course Textbook

McDougal Little Biology (2008)

### California Content Standards

Cell Biology 1a-j

Genetics 2a-g, 3a-d, 4 a-f, 5a-e

Ecology 6a-g

Evolution 7a-f, 8a-g

Physiology 9a-l, 10a-f

Investigation and Experimentation IE1a-n

### List of Units

Unit 1 Introduction to Biology

Unit 2 Matter and Life

Unit 3 Ecology

Unit 4 Cells and Organelles

Unit 5 Cell Division

Unit 6 Genetics

Unit 7 Zygote and Phenotype

Unit 8 DNA and Protein

Unit 9 Alteration

Unit 10 Physiology

Unit 11 Immune System

Unit 12 Dissections

## Unit 1: Introduction to Biology

In this unit, students will study the scope of biological studies and begin applying the scientific method to the study of life. Students will be asked to participate in an independent study of a school wide problem and will apply scientific principles to the problem. Students will also learn about the basic components of matter at the atomic and molecular level.

### Key Learning Targets

#### Investigation and Experimentation

IE a. Use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.

IE b, c. Identify error and reasons for inconsistent results

IE f. Distinguish between hypothesis, theory and the limitations of models

IE h. Read and interpret maps.

IE j. Recognize variability and the need for controlled tests.

IE l. Solve problems that require combining and applying concepts from more than one area of science

## **Unit 2: Matter and Life**

In this unit students will learn about the basic pieces of matter that compose biological organisms. They will learn about enzymes and how they are involved in helping the body break down food and other matter into useful pieces.

### **Key Learning Targets**

- 1b. Learn how enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
- 2c. Study the basic structure of matter and the subatomic particles that are involved in chemical reactions.
- 1h. Polysaccharides (starch), nucleic acids, proteins and lipids are built from a small collection of simple molecules.

## **Unit 3: Ecology**

The unit on Ecology will help students understand how the organisms affect their environment. We will study the different ways that organism contribute and take away from the ecosystem as producers and consumers. We will also study how nature cycles different resources like water, oxygen and important nutrients in the cycle of life.

### **Key Learning Targets**

- 6a. Biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
- 6b. Changes in an ecosystem result from changes in climate, human activity, introduction of nonnative species, or changes in population size.
- 6c. Changes in population size are determined by rates of birth, immigration, emigration, and death.
- 6d. Water, carbon, and nitrogen cycle between Abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
- 6e. The stability of an Ecosystem is from its producers and decomposers.
- 6f. Energy is stored in the food web, but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.

## **Unit 4: Cells and Organelles**

Cells are composed of small structures called organelles that help the cell function like a factory. Students will learn how the organelles work together to support the growth and operation of the cell.

### **Key Learning Targets**

- 1a. Cells have semi-permeable membranes that regulate their interaction.
- 1b. Enzymes help catalyze reactions and depend on temperature, pH and other variables
- 1c. Prokaryotic cells, eukaryotic cells and viruses differ in general structure.
- 1d. Information travels from RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.
- 1e. The endoplasmic reticulum and Golgi apparatus secrete proteins.
- 1f. Energy is captured from sunlight by chloroplasts and is stored as sugar.
- 1g. Mitochondria make stored chemical energy available to cells by breaking down glucose to carbon dioxide.

## **Unit 5: Cell Division**

Cells divide and repair in a regular cycle that allows the body to heal using a process called mitosis. The 5 steps of the cell process will be review and the basic structure of chromosomes will be introduced.

### **Key Learning Targets**

- 2a. Meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- 2b. There are certain cells in a multicellular organism that undergo meiosis.
- 2f. Know the role of chromosomes in determining an individual's sex.

## **Unit 6: Genetics**

We will explore the history of genetics and how the study of how genetic material is passed from one generation to the next. The importance of gametes and somatic cells will be emphasized, distinguishing the dividing process of meiosis from mitosis.

### **Key Learning Targets**

- 2a. Meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- 2d. Combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
- 2e. Half of an individual's DNA sequence comes from each parent.
- 2f. Chromosomes determine an individual's sex.
- 2g. Predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

## **Unit 7: Zygote and Phenotype**

The variety we see in physical traits from eye color, hair color, height and a host of other genes are controlled by genetic information on both autosomes and sex chromosomes. Traits from gender to color blindness will be explored and students will be asked to consider the pedigree of their family as an enrichment activity.

### **Key Learning Targets**

- 2g. Predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
- 3a. Predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
- 3b. Understand the genetic basis for Mendel's laws of segregation and independent assortment.
- 3c. Know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.

## **Unit 8: DNA and Protein**

The expression of specific traits starts at the very blueprint of the genetic code. Students will learn about the pattern of the genetic code and how the parts of the DNA function in replication, transcription and translation. Emphasis will be given to mechanisms for mutations and gene expression.

### **Key Learning Targets**

- 4a. Know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.
- 4b. Apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
- 4c. Mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
- 4d. Specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
- 4e. Proteins can differ from one another in the number and sequence of amino acids.
- 5a. General structures and functions of DNA, RNA, and protein.
- 5b. Apply base-pairing rules to explain precise copying of DNA during semi-conservative replication and transcription of information from DNA into mRNA.
- 5c. Genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

## Unit 9: Alteration

The changes that occur with organisms and species will be explored along the mechanisms that illustrate these changes. Natural Selection and the competition between species will be considered along with periodic catalysts for speciation represented in geologic history through fossils and population studies.

### Key Learning Targets

- 7a. Natural selection acts on the phenotype rather than the genotype of an organism.
- 7b. Alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
- 7c. New mutations are constantly being generated in a gene pool.
- 7d. Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
- 8a. Know how natural selection determines the differential survival of groups of organisms.
- 8b. Know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
- 8c. Know the effects of genetic drift on the diversity of organisms in a population.
- 8d. Know reproductive or geographic isolation affects speciation.
- 8e. Know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

## Unit 10: Physiology

The increased complexity from cells, to tissues, organs systems and organisms reflect s the need for communication within the body through use of the nervous system and other feedback tools. Homeostasis and the way the body keeps balance using various systems will be explored.

### Key Learning Targets

- 9a. Know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
- 9b. Know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
- 9c. Know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
- 9d. Know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
- 9e. Know the roles of sensory neurons, inter-neurons, and motor neurons in sensation, thought, and response.

## Unit 11: Immune System

The increased threat of pathogens that can inflict harm on the human body will be discussed in this unit. AIDS, STD's and other life threatening diseases and sicknesses will be explored, paying careful attention to protection and eradication of these diseases.

### Key Learning Targets

- 10a. Know the role of the skin in providing nonspecific defenses against infection.
- 10b. Know the role of antibodies in the body's response to infection.
- 10c. Know how vaccination protects an individual from infectious diseases.
- 10d. Know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
- 10e. Know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.

## Unit 12: Dissections

The study of Biology should include the exploration of various organisms showing an increase in complexity in each system and the strategy each organism uses to maintain life and health.

### Key Learning Targets

- IE m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- 9i. Know how hormones - including digestive, reproductive, osmotic regulation provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

# Science

## Course Name: Chemistry

### Course Description

Chemistry is a one year 10 credit course that studies the interaction of matter at both an atomic and molecular level. The course will begin with a review of the scientific method and will continue with information on atomic theory and the periodic table. While looking at molecular bonding, students will begin to understand the different types of bonds and how atoms are held together. Chemical reactions and their patterns will be studied next, paying careful attention to stoichiometric interactions in reactions. We will then look at the different phases of matter and how each phase interacts with each other. The study of acids and bases, organic chemistry and a brief description of nuclear chemistry will provide students with an important chemical understanding for life. Chemistry is a lab based course that requires the use of a lab book.

### Course Textbook

Chemistry – Visualizing Matter (2001)

### California Content Standards

Atomic and Molecular Structure 1a

Chemical Bonds 2a-h

Conservation of Matter and Stoichiometry 3 a-h

Gases and Their Properties 4 a - i

Acids and Bases 5 a – g

Solutions 6 a – f

Chemical Thermodynamics 7 a – f

Reaction Rates 8 a – d

Chemical Equilibrium 9 a – c

Organic Chemistry and Biochemistry 10 a – f

Nuclear Process 11 a - g

Investigation and Experimentation IE1a-n

### List of Units:

Unit 1 Introduction

Unit 2 Conversions

Unit 3 Periodic Table

Unit 4 Bonds

Unit 5 Stoichiometry

Unit 6 Gases

Unit 7 Solutions

Unit 8 Acids/Bases

Unit 9 Thermodynamics

Unit 10 Reaction Rates

Unit 11 Equilibrium

Unit 12 Nuclear/Organic

## Unit 1: Introduction

Chemistry is a lab based science and demands the use of equipment that is part of the lab. Students will learn various skills that are used in the lab, the names of various pieces of equipment, safety procedures and how to record their information in a lab book.

### Key Learning Targets

- IEa. Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- IEb. Identify and communicate sources of unavoidable experimental error.
- IEc. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- IEd. Formulate explanations by using logic and evidence.
- IEe. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
- IEf. Distinguish between hypothesis and theory as scientific terms.
- IEg. Recognize the usefulness and limitations of models and theories as scientific representations of reality.

## Unit 2: Conversions

As a science, chemistry combines measurement, math and the metric system into one discipline. In this unit, students will learn how to navigate the mathematical challenges of converting from one unit to another. Students will learn how they can represent numbers using scientific notation and applying significant figures.

### Key Learning Targets

- 1a. Know how to relate the position of an element in the periodic table to its atomic number and atomic mass.
- 1b. Know how to use the periodic table to identify metals, semimetals, non-metals, and halogens.
- 1e. Know the nucleus of the atom is much smaller than the atom yet contains most of its mass.

## Unit 3: Periodic Table

In chemistry, the periodic table is used as a tool to help us describe the various elements and how they interact with each other. Using the periodic table, students will learn about electron configuration and how the different properties affect bonding.

### Key Learning Targets

- 1c. Identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.
- 1d. Use the periodic table to determine the number of electrons available for bonding.

## Unit 4: Bonds

Using their understanding of the periodic table from the previous chapter, students will begin building molecules, paying careful attention to the types of molecules that are created, how the atoms are arranged and the forces that hold these molecules together.

### Key Learning Targets

- 2b. Chemical bonds between atoms in molecules such as  $H_2$ ,  $CH_4$ ,  $NH_3$ ,  $H_2CCH_2$ ,  $N_2$ ,  $Cl_2$  and many large biological molecules are covalent.
- 2c. Crystals, such as  $NaCl$ , are repeating patterns of positive and negative ions held together by electrostatic attraction.
- 2d. Atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.
- 2e. Know how to draw Lewis dot structures.

## Unit 5: Stoichiometry

Using the information from the previous unit, students will begin learning about chemical reactions and how different molecules and elements react with each other. Students will also learn about the unit called a mole and how to predict the products of a chemical reaction.

### Key Learning Targets

- 3a. Describe chemical reactions by writing balanced equations.
- 3b. Know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.
- 3c. One mole equals  $6.02 \times 10^{23}$  particles (atoms or molecules).
- 3d. Determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.
- 3e. Know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

## Unit 6: Gases

With the understanding of chemical reactions, students will learn how gases are involved in reactions and the physical factors that change the behavior of gases. Students will learn about Boyle's Law, Charles Law, and the Combined Gas Law. Students will also apply their understanding of the Kelvin scale as used in gas law calculations.

### Key Learning Targets

- 4a. Random motion of molecules and their collisions with a surface create the observable pressure on that surface.
- 4b. Random motion of molecules explains the diffusion of gases.
- 4c. Know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
- 4d. Know the values and meanings of standard temperature and pressure (STP).
- 4e. Convert between the Celsius and Kelvin temperature scales.
- 4f. Know there is no temperature lower than 0 Kelvin.

## Unit 7: Solutions

Liquids are another phase of matter that will be studied in Chemistry. Students will learn how concentrations are measured in chemistry and the factors that affect the dissolving process. In preparation for acids and bases, students will also learn about the effects of substances on solutions.

### Key Learning Targets

- 6a. Know the definitions of solute and solvent.
- 6b. Know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
- 6c. Know temperature, pressure, and surface area affect the dissolving process.
- 6d. Know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.

## Unit 8: Acids/Bases

As an extension of solution chemistry, students will learn about chemicals that behave as acids and bases. Students will learn how acid and base concentration is measured using the pH scale and the relative strengths of various acids and bases.

### Key Learning Targets

- 5a. Observable properties of acids, bases, and salt solutions.
- 5b. Acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.
- 5c. Strong acids and bases fully dissociate and weak acids and bases partially dissociate.
- 5d. Know how to use the pH scale to characterize acid and base solutions.

## Unit 9: Thermodynamics

Reactions involve the movement of energy as chemical bonds are broken and formed. Thermodynamics is the study of how energy is measured and moves in a reaction or phase change. Students will learn how energy is measured as Calories and joules – applying these terms to various materials and the food we eat.

### Key Learning Targets

- 7a. Know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
- 7b. Chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
- 7c. Energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.
- 7d. Know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.

## Unit 10: Reaction Rates

Many factors influence the speed at which reactions take place. Particles size, temperature and behavior of the element all affect the rate of a reaction. Students will learn about the different factors and how catalysts influence reactions.

### Key Learning Targets

- 8a. Rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.
- 8b. Reaction rates depend on such factors as concentration, temperature, and pressure.
- 8c. A catalyst increases the reaction rate.

## Unit 11: Equilibrium

The concept of equilibrium expresses the balance chemical reactions find between reactants and products. Students will learn about the factors that influence the direction reactions will move until they reach equilibrium.

### Key Learning Targets

- 9a. LeChatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
- 9b. Equilibrium is established when forward and reverse reaction rates are equal.

## Unit 12: Nuclear/Organic

Organic and Nuclear Chemistry are part of student's daily lives. Organic chemistry is the study of carbon based compounds that comprise most of the human body and the food we consume. Nuclear Chemistry addresses the affects of radiation and how different elements decay to stable compounds.

### Key Learning Targets

- 10a. Large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
- 10b. Bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.
- 10c. Amino acids are the building blocks of proteins.
- 11a. Protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
- 11b. Energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by  $E=mc^2$ ) is small but significant in nuclear reactions.
- 11c. Naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
- 11d. Three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.
- 11e. Alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.



**Appendix B**  
**Prescriptive Learning Plan**



## **Prescriptive Education Plan**

### **The Problem – Learning-Grading Inequity**

The process of learning is as unique as the physical characteristics we see in people. Some people learn best through rote memory, others through association and some seem to almost absorb information when it is presented. Styles and method of learning aren't good, bad, right or wrong; however, the bottom line fact is that regardless of an individual's strength or weakness in learning, the goal of education for all students is simply to learn and understand the standards or material that has been placed before them.

The most productive way a person can learn is reflected in childhood piano lessons where one student sits at the piano while one teacher watches with rapt attention to every detail the pupil makes. The power of this one on one method is the ability to provide instant feedback that helps the teacher truly understand what the pupil has learned. Despite the effectiveness of this model, the expense and personalized nature of one on one teaching is prohibitive. In public education, there has been an attempt to provide an individualized approach to education within the confines of class sizes that can range from 15 to 35 students.

The challenges associated with this model are self-evident, without the individualized attention of the one on one relationship, teachers unknowingly moved in their curriculum to the next lesson, even when individual students have not mastered the material that has been required. Add to this educational conundrum the system of grades teachers assess on students, and we are left with students who are rewarded for how quickly they are able to demonstrate their understanding of a subject, regardless of the depth of their understanding. Students who are

unable to learn material at the “average” rate are graded as being below average or even stupid. Even more egregious is the fact that some students have learned how to navigate the grading system effectively but cannot demonstrate actually the material required in the curriculum. The unfortunate reality is finding students with 4.0 grade point average, yet score desperately low on standardized test. This Learning-Grading Inequity must be addressed where we redefine the process of learning and how we hold students accountable for their learning and grades.

The Learning-Grading Inequity has a devastating impact on a child’s education. An extreme analogy of the impact would be to ask a child to run when they have not mastered walking. As ridiculous as this may sound, public schools are full of students who are being asked to run and even dance when they have not mastered walking. The long term result of students missing out on specific areas of learning is reflected in the high school graduate who cannot read and perform basics tasks associated with high school graduation.

### **Medicated Education**

As state budgets are stretched to breaking, the public outcry against the effectiveness of education will only increase. One word that has entered into the conversation of standards based education is the term “accountability” – where districts are attempting to hold staff and students accountable for student learning. Rather than us the word accountable, a better term would be the word responsibility – where schools ensure the public they are responsible for holding students accountable for their learning. A similar relationship is observed in the world of medicine between a doctor and patient. The sick patient goes to the doctor for assistance with an alignment or problem. The doctor is *responsible* for prescribing a strategy that will help the patient get better. Obviously the doctor assumes that the patient will cooperate with the prescription. In severe medical situations that may require surgery or some other form of treatment, the entire family and community will support the patient in their journey toward healing and improvement.

A similar scenario is illustrated in organizations like Alcoholics Anonymous or Ala-non where groups of people struggling with their addictions or problems find solace and camaraderie in their common struggle. Typically, these support groups exist to help desperate people change harmful or irresponsible behavior. Applying the “support group” strategy to education may seem severe and even extreme; however, schools are full of students who are addicted to not learning and taking their education seriously. The results of this learning addiction are schools full of

disconnected and disenfranchised students who discouraged and frustrated learners. Similar to the feelings of entrapment alcoholics feel toward their addiction, students feel hopeless in their ability to learn and make the necessary connections to becoming academically healthy.

### **Becoming Academically Healthy**

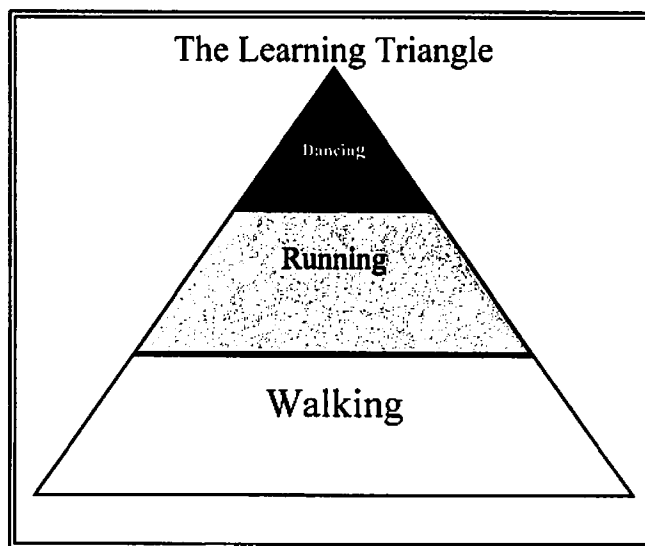
The process of change can only occur when students see a need for that change. We believe that all students can have a New Beginning as they prepare for life after high school. We encourage our students to have three intentional qualities:

1. **Caring** – students show genuine care for their peers and their community.
2. **Confident** – students are confident in their skills and abilities
3. **College Bound** – students are preparing for their education after high school.

We realize that creating a group of students who have these qualities will take time and intention. To help students understand their progression in the change process, we have created three levels of growth that all students must go through. These three stages reflect the increase in capabilities and challenge associated with development that we desire to see in all students. As students enter Global College Prep, we anticipate that their experience will start a “New Beginning” in their growth and development. The Learning Triangle reflects this growth as student’s transition in their education.

The Learning Triangle reflects the development students attain as they learn to how move their bodies as they grow up.

1. **Walking Stage** – The Walking Stage is symbolic of the first stage of development. When students begin their schooling ICPSD, they must fill the gaps in their learning from previous educational experiences. Each student will receive an Individualized Prescriptive Education Plan that shows the path from walking to the next stage in the New Beginning process. As part of the learning plan, students will



complete tasks that illustrate the 3 qualities – Caring, Confident and College Bound. Once a student has completed these tasks, and has filled their learning gaps, the school community will celebrate together the student’s transition to the next stage.

**2. Running Stage -** During the Running Stage, students have become “students” of their personal learning style and have demonstrated over a period of time their ability to be successful both in their grades and through the school curriculum. Students in the running stage will have increased freedom in how they use their time, but will also have increased responsibility in learning and how they behave on campus. When students have demonstrated the skills and qualities of the running stage, they will graduate to the final Stage – Dancing.

**3. Dancing Stage -** The Dancing Stage of the New Beginnings development moves students from lesson based curriculum to personalized project based curriculum. Students in the Dancing Stage will be recognized for their excellence in both content based and context based learning. Our desire is that all students will be invited into the Dancing Stage of their learning; however we realize that not all students may want to show this level of dedication to their education. Once students have entered the Dancing Stage of their development, they are eligible to attend college courses in the afternoon. At the end of each semester, students will be reevaluated as to their learning stage. If a student has not been able to continue their education at the Dancing level, they will be temporarily moved to the Running Stage until they have made the necessary changes to their grades or behavior. Once students have been invited into the Dancing Stage, they are life time members; however, they may be removed from this stage for a period of time.

### **Individualized Prescriptive Education Plan (IPEP)**

We believe in new beginnings, starting something new that will change the lives of our students. A student’s education begins when they are born as a child learns the basic learning’s of life. Simple things like walking, talking and basic tasks continue in elementary school where learning increase in complexity. For many students, the transition from the safe and secure years of elementary school to junior high and high school are complicated and difficult. The goal is to create an atmosphere that supports students in their learning journey toward graduation. We

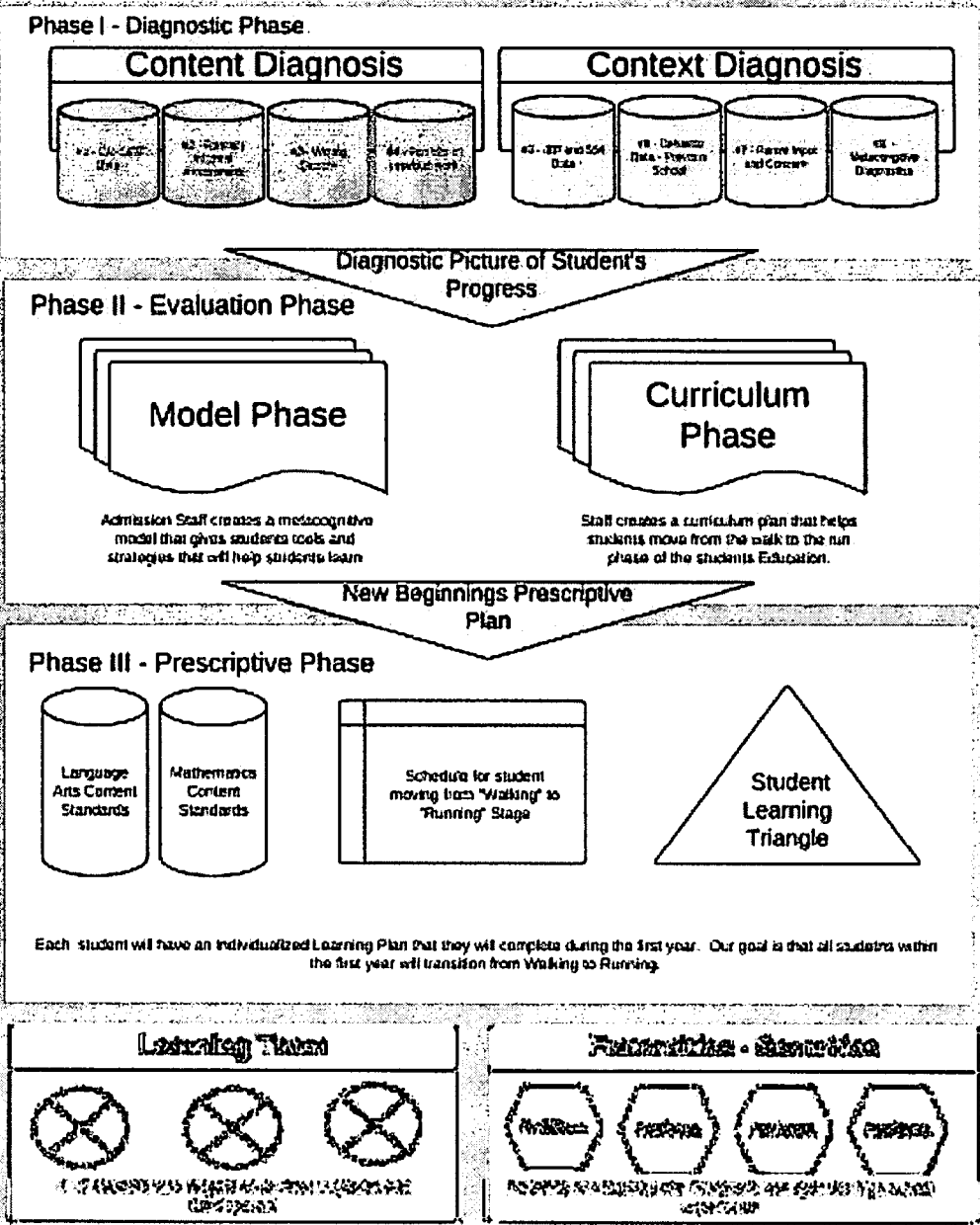
provide each student with an Individualized Prescriptive Education Plan (IPEP). The IPEP begins the day student enroll in school and continues until graduation.

The “New Beginning Process” is divided into three phases. Phase I is the diagnostic process, Phase II is the evaluation process and Phase III is the prescriptive process.

- **Phase I – Diagnostic Process:** Students and parents complete a series of assessments that reflect the study and learning patterns of the student prior to GYC.
- **Phase II – Evaluation Process:** The evaluation process is divided into 2 stages:
  1. **Stage 1 – Model Phase:** admissions staff use the results from phase I to build a learning model of the student that illustrates the students strengths, weaknesses and behavioral changes that will need occur as they begin their journey.
  2. **Stage 2 – Curriculum Phase:** Faculty assesses each area of need and identifies the portion of the curriculum where assistance is needed. If a student is lacking too many pieces in a given subject, they may be asked to complete an entire semester of the class.
- **Phase III – Prescriptive Process:** With the completion of phase I and II, admission staff will meet with students and parents to explain the Individualized Prescriptive Education Plan (IPEP). The IPEP will include areas of strengths in the student’s academic health, areas that need improvement and a plan which includes a timeline for completion. The goal of the plan is to identify the steps need to take students from the Walk phase to Run and even Dance.  
Staff desires to have all students participate in the “New Beginnings Process” whether they are current students, or have transferred during high school. The goal of the New Beginnings Process is to create healthy, academically complete students.

The New Beginnings Process

"New Beginnings" Flowchart



## PHASE I – Diagnostic Process

Before the Individualized Prescriptive Education Plan can be built, students must first complete a series of tests and assessments that assist the staff in building the IPEP. Each of the diagnostic tools provides the staff with the feedback they need to understand the student's academic health. Diagnostic tools are divided into two categories:

<b>Content Diagnostic Tools</b>	<b>Context Diagnostic Tools</b>
<i>Content Diagnostic Tools</i> help the ICPA staff gain a clearer picture of students grasp of the grade appropriate California Content Standards and helps develop a clear plan or prescription of how staff will help the student fix their areas of learning need.	<i>Context Diagnostic Tools</i> provide the ICPA staff with information on how to more effectively assist the student learn the required material. Context Tools also provide staff with an under standing of the various presentation skills the students possesses.

When students enroll, the diagnostic process will take a number of forms and may include assessments, data from previously taken tests, and samples of student work from their previous school. Students are encouraged to do their best on the Diagnostic assessments. The results of these assessments will be used for building each student's IPEP.

**The Content Diagnostic tools are as follows:**

1. **California Star Test (CST) Data** –CST results from previous years will be used to help identify both strengths and weaknesses in the student's previous learning.
2. **ZOOM Core Assessment (ZCA)** - ZOOM provides staff with immediate information on a students learning's in specific subjects. Staff has developed assessment tools for students in grades 6 – 10 that will point out students need
3. **Writing Sample Assessment (WSA)** – Student's will be asked to complete a writing sample on campus. Students will be provided with the Writing Sample Prompt one week prior to the Writing Sample Assessment. During the Writing Sample Assessment, students will be provided with paper and a writing utensil in which to complete a 5 paragraph hand written paper in response to the provided prompt. Prior to the WSA, students are encouraged to research and gain information regarding the prompt. Students



may not use any support material for their writing sample assessment, but are encouraged to practice writing their sample prior to the assessment. Staff will use the WSA to evaluate a student's penmanship, use of grammar and ability to logically present an idea in written form.

4. **Portfolio of Student Work** – Student's interested in attending ICPA are encouraged to begin building a portfolio of sample course work from their previous school that reflects their ability. The collection of work in their portfolio should reflect the student's best work and should be a source of pride for the student.

Using the content diagnostic tools, admission staff members will build a model that illustrates areas of possible deficiency in a student's learning. During academic year 2011 -12, prescriptive tools will be implemented in the areas of Language Arts and Mathematics. ICPA will expand the scope of the prescriptions in following year.

#### **The Context Diagnostic Tools**

1. **Special Services Tool** – Students who have a previous IEP or 504 with a district need to bring a copy of their special services contract for evaluation.
2. **Student Behavior Data** - Parents will be asked to request the records from previous schools. Staff will evaluate students based upon the discipline and referral present in the folder. Students with exceptional behavior challenges may be asked be placed on probationary behavior contract if their previous behavior suggests a possible behavior problem.
3. **Parent Survey** – Parents will be asked to complete a student homework study habits and how their student uses study time. As part of the diagnostic tool, Staff will gather information from the parents about their attitudes toward homework and education.
4. **Learning and Disposition Tools** - Students will complete a number of assessments that will help the staff, the student and the parents more effectively understand how the student responds to reading, learning and studying.

#### **Creating a Learning Culture**

GYC staff realizes that students need the support and encouragement of faculty and staff, parents and their peers in their New Beginning Process. A unique aspect of GYC is the involvement each student has in both a Learning Team and in a Fraternity or Sorority. GYC hopes to create a culture that celebrates success, growth and – New Beginnings.

## **Learning Teams**

As part of the orientation process, new students begin exploring the process of building their Learning Team. The Learning Team is critical to the success of each student. After a series of orientation experiences, students will enter into the Learning Team building process. The members of the Learning Team will have the same gender and will have a relational connection that will provide the support they need to be successful at ICPA. Learning Teams are comprised of 4 - 8 students and the goal is that each Learning Team will be together from 6th grade to graduation.

## **Fraternities and Sororities**

At ICPA, high school students are also organized into Fraternities and Sororities. Each Fraternity and Sorority has their own label and tradition and identity. When students prepare to transition from 8th to 9th grade, students will apply to the Fraternity and Sorority of their choice. The selection process will occur in the spring of the previous year at the graduation ceremony. Within each Fraternity and Sorority, there is opportunity for students to grow in their leadership. Fraternities and sororities are important multi-age and grade level support groups for students. Students can choose to be a Fraternity or Sorority President or fill some other role of leadership on campus. Each Fraternity and Sorority has a mentor teacher that provides support to the group.

The Individualized Prescriptive Education Plan is specifically designed to be a part of a college bound culture, making educational opportunities available to all students.

## **Creating a College Bound Culture**

The purpose of creating a college bound culture is to provide a pathway for all students to have the option of attending a four-year college institution. Students may choose to go directly into the workforce, attend career training, or attend a community college or university. The important point is that all students have the option by having access to a college preparatory curriculum. There are six conditions needed for developing a college bound culture<sup>1,2</sup>:

### **1. Culture Development**

Teachers, administrators, parents, and students expect students to have all the experiences they need for high achievement and college preparation. Adults encourage students to exert the necessary effort and persistence throughout their entire educational career, and adults work diligently to eliminate school-sanctioned alternatives to hard work and high

expectations. These high expectations are coupled with specific interventions and information that emphasizes to students that college preparation is a normal part of their childhood and youth. Students believe that college is for them and is not reserved for the exceptional few who triumph over adversity to rise above all others.

**2. Rigorous Academic Curriculum**

Students in middle school are prepared for and have access to algebra and courses which prepare them for success in high school. High school students complete the college preparatory a-g courses.

**3. High Quality Teaching**

Knowledgeable, experienced, and fully certified teachers provide instruction that engages students in work of high intellectual quality. Importantly, in diverse communities, high quality teaching makes valued knowledge accessible to students from diverse backgrounds.

**4. Intensive Academic and College Bound Support**

Teachers and counselors play a pivotal role in informing and preparing secondary students for college. Yet, all students require supports and assistance that takes place outside the classroom or school. To navigate the pathway to college successfully, students need support networks of adults and peers who help access tutors, material resources, counseling services, summer academic programs, SAT prep, coaching about college admissions and financial aid, and other timely assistance.

**5. College Bound Identity**

Students see college going as integral to their identities; they have the confidence and skills to negotiate college without sacrificing their own identity and connections with their home communities. They recognize that college is a pathway to careers that are valued in their families, peer groups, and local communities.

**6. Family – Neighborhood – School Support**

Connections between families and schools build on parents' strengths and consider them a valuable education resource for students. Educators and community groups work together to ensure that all families have access to essential knowledge of college preparation, admission, and financial aid. Moreover, parents and the community are actively involved in creating all of the other critical conditions described above.

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<sup>1</sup>Oakes, J. (2003). *Critical Conditions for Equity and Diversity in College Access: Informing Policy Monitoring Results*, UC/ACCORD. Retrieved from:  
<http://ucaccord.gseis.ucla.edu/research/indicators/pdfs/criticalconditions.pdf>

<sup>2</sup>California Gear Up (2011). *School Self-Assessment Rubric*.