

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.k12.ca.us

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

BOARD OF TRUSTEES REGULAR MEETING

➡ **District Board Room, Room 503
Wilson C. Riles Middle School
4747 PFE Road, Roseville, CA 95747**

Wednesday, January 18, 2012 - 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. Public Employee Performance Evaluation (Certificated) Superintendent (G.C. §54957)
 - 2. Student Expulsions/Readmissions (G.C. §54962)
 - 3. Conference with Labor Negotiator, George Tigner, Re: CSEA and CUTA (G.C. §54957.6)
- 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

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.

IX. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)		Info
	1. Center High School - Aleah Woods	
	2. McClellan High School - Luis Duffey	
	3. Antelope View Charter School - Britney Kaiser	
	4. Global Youth Charter School - Hyleah O'Quinn	
X. ORGANIZATION REPORTS (3 minutes each)		Info
	1. CSEA - Cyndy Mitchell, President	
	2. CUTA - Heather Woods, President	
XI. REPORTS/PRESENTATIONS (8 minutes each)		Info
Curriculum	1. Project Lead the Way & OdysseyWare Presentation - Mike Jordan	
Facilities & Op.	2. Bond Oversight Committee Annual Report - Craig Deason	
Business	3. Budget Update - Jeanne Bess	
XII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA		Public Comments Invited
<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i>		
XIII. BOARD / SUPERINTENDENT REPORTS (10 minutes)		Info
XIV. CONSENT AGENDA (5 minutes)		Action
<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>		
Governance	1. Approve Adoption of Minutes from December 14, 2011 Regular Meeting	
Personnel	2. Approve Certificated Personnel Transactions	
↓	3. Approve Classified Personnel Transactions	
Curriculum	4. Approve Multiple Measures Online Assessment Reporting System (MMARS)	
↓	5. Approve Project Lead the Way Contract	
↓	6. Approve 5 th Grade STARBASE Academy - North Country	
↓	7. Approve Field Trip: AP US History Trip to Disney World in Orlando, Florida	
↓	8. Approve Field Trip: 5 th Grade Alliance Redwood Trip - North Country	
Facilities & Op.	9. Approve 2011-2012 Safe School and Emergency Preparedness Plan - Spinelli	
↓	10. Approve Amendment #5 - CPM Contract for Program Management Services for Bond Fund Projects	
↓	11. Approve Bond Oversight Committee Membership	
↓	12. Approve Bond Oversight Committee Bylaws	
Business	13. Approve Payroll Orders: July 2011 - December 2011	
↓	14. Approve Supplemental Agenda (Vendor Warrants)	
XV. BUSINESS ITEMS		
Curriculum	A. <u>Local Educational Agency Plan Addendum</u>	Action
Based on data from the 2011 Adequate Yearly Progress Report and the 2010-11 Title III Accountability Report, CJUSD has been identified as Year 1 Program status. As a result CJUSD is required to submit to CDE an addendum to our Local Educational Agency Plan which outlines an action plan that addresses the identified district and site needs.		

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|----------|---|
| Business | <p>B. <u>Certification of Corrective Actions for the 2010-11 Audit Findings</u> Action</p> <p>At the December 14, 2011 meeting the Board was presented the audit report for fiscal year ending June 30, 2011. Now, corrective action will need to be implemented and followed in the ensuing years for the two audit findings that were included in the 2010/11 audit.</p> |
| | <p>XVI. ADVANCE PLANNING Info</p> <p> a. <i>Future Meeting Dates:</i></p> <p> i. <i>Regular Meeting: Wednesday, February 8, 2012 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747</i></p> <p> b. <i>Suggested Agenda Items:</i></p> |
| | <p>XVII. CONTINUATION OF CLOSED SESSION (Item IV) Action</p> |
| | <p>XVIII. ADJOURNMENT Action</p> |

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: January 18, 2012

To: Board of Trustees

From: Mike Jordan, Principal

Action Item

Information Item X

Attached Pages 10

Administrator's Initials: _____

SUBJECT: Project Lead the Way and OdysseyWare Presentation

Center High School is in the process of developing both biomedical and engineering programs through Project Lead the Way for implementation beginning in the 2012-2013 school year. Attached you will find information regarding Project Lead the Way. In addition to the attached documents, Mr. Jordan and Mr. Hunter will provide a brief presentation to the Board and answer any questions about the program and/or the required contract.

Mr. Jordan will also provide a brief presentation regarding the Online Academy using OdysseyWare. Documentation about this program will be provided at the meeting.

RECOMMENDATION: information only.

PLTW STEM PROGRAM REQUIREMENTS

*This document and the **PLTW STEM Agreement** both contain legally binding obligations for participating entities. The two documents **MUST** be read together for full **PLTW Program** details.*

Entities are required to consult with their State Education Departments and **PLTW** state teams to ensure that they understand and follow important factors and implications in their states, which include funding requirements and opportunities, and state department of education guidelines.

I. DEFINITIONS

Entity: There are various types of organizations that implement the **PLTW Program**. In order to encompass all of these various types, we are using the term "Entity or entity," which includes districts, participating schools, or other organizations that are authorized to enter into the **STEM Agreement** with **PLTW, INC.**

Requirement: A Requirement must be followed when implementing the **PLTW Program**. Unless an entity is provided with a waiver from a Requirement, the Entity is responsible for implementing the Requirement into its **PLTW Program**.

PLTW Curricular Programs:

- Pathway To Engineering (HS)
- Biomedical Sciences (HS)
- Gateway To Technology (MS)

II. PLTW CURRICULAR PROGRAM – PATHWAY TO ENGINEERING (HS)

The **PLTW** high school engineering curricular program, Pathway To Engineering, is a program of study integrated into the students' core curriculum. The combination of traditional math and science courses with innovative Pathway To Engineering courses prepares students for college majors in engineering and engineering technology fields. The following are the minimum implementation requirements:

The Entity must offer its students a minimum of three **PLTW** Pathway To Engineering courses at each school or site within a period of three academic years from the date that it commences the curricular program. These courses are:

- Introduction to Engineering Design (for New York State – Design and Drawing for Production)
- Principles of Engineering
- Any **PLTW** Pathway To Engineering specialization or capstone course of their choosing. These include Digital Electronics, Computer Integrated Manufacturing, Aerospace Engineering, Biotechnical Engineering, Civil Engineering and Architecture, and Engineering Design and Development.

Among other factors, it is particularly important that Entities check with their State Education Departments and PLTW State teams to determine state-level minimum course requirements which may be higher.

All **PLTW** courses require concurrent enrollment in (or satisfactory prior completion of) appropriate grade level math and science courses. Grade level courses should be those that support a student's requirements towards college readiness. The most recent version of the curricula for each **PLTW** course must be used.

All **PLTW** Pathway To Engineering courses are designed as year-long courses on a standard 45-50 minute schedule. For schools using alternative scheduling formats, for example, double period or block scheduling, these courses can be completed in a semester (or, for example, a trimester) as long as the course is completed in its entirety.

The Entity will determine the sequence of **PLTW** courses for implementation.

Note: Entities wishing to seek **PLTW** certification should be aware that certification requires a minimum of four courses per school or site. Later in this document is important detail and information on certification.

Entities are required to consult with their State Education Departments and **PLTW** state teams to ensure that they understand and follow important factors and implications in their states, which include funding requirements and opportunities, and state department of education guidelines.

III. **PLTW CURRICULAR PROGRAM – BIOMEDICAL SCIENCES (HS)**

Biomedical Sciences, a high school biomedical sciences curricular program, is a sequence of courses, with each course building on the skills and knowledge students gained in the preceding courses. The following are the minimum implementation requirements:

The Entity must offer its students a minimum of three **PLTW** Biomedical Sciences courses at each school or site within a period of three academic years from the date that it commences the curricular program. These three courses are:

- Principles of the Biomedical Sciences
- Human Body Systems
- Medical Interventions

As information only – the fourth course is Biomedical Innovation.

Among other factors, it is particularly important that Entities check with their State Education Departments and PLTW State teams to determine state-level minimum course requirements which may be higher.

Schools must offer the **PLTW** courses in sequence. Although the curricular program is designed to be a sequence with students taking one course each year of high school, this does not mean that students cannot take two courses simultaneously. The most recent version of the curricula for each **PLTW** course must be used.

All **PLTW** courses require concurrent enrollment in (or satisfactory prior completion of) appropriate grade level math and science courses. Grade level courses should be those that support a student's requirements towards college readiness.

All **PLTW** Biomedical Sciences courses are designed as year-long courses on a standard 45-50 minute schedule. For schools using alternative scheduling formats, for example, double period or block scheduling, these courses can be completed in a semester (or, for example, a trimester) as long as the course is completed in its entirety.

Note: Entities wishing to seek **PLTW** certification should be aware that certification requires a minimum of four courses at each school or site. Later in this document is important detail and information on certification.

Entities are required to consult with their State Education Departments and **PLTW** state teams to ensure that they understand and follow important factors and implications in their states, which include funding requirements and opportunities, and state department of education guidelines.

IV. **PLTW CURRICULAR PROGRAM – GATEWAY TO TECHNOLOGY (MS)**

The **PLTW** middle school engineering curricular program, **Gateway To Technology**, is designed to challenge and engage the natural curiosity of students.

Schools have two options for implementation.

- **GTT Basic** – which requires schools to offer at least two units, which must include Design and Modeling and Automation and Robotics units. Both units shall be implemented within two years.
- **GTT Advanced** – which requires schools to offer at least four units which must include Design and Modeling and Automation and Robotics units. All four units shall be implemented within three years.
- *Note: there are currently a total of six units for GTT. This may change over time.*

There are six units to choose from and each requires 45 class periods (approximately 45 minutes long) to complete. The Entity may offer courses from grade six through grade eight in a manner they determine reasonable and appropriate for its schools or sites.

PLTW Gateway To Technology units shall be offered in a manner consistent with the entity's existing scheduling format. However, each unit must be taught in its entirety without interruption. The most recent version of the curricula for each **PLTW** course must be used.

V. **PLTW CERTIFICATION**

PLTW School Certification: is a three-step process involving: a self-assessment, site visit and final certification report. The following is an overview:

- Any Entity planning to offer four or more high school **PLTW** courses within a Curricular Program at each school or site is eligible to apply for **PLTW** School Certification. Although a participating entity must be planning to offer four or

more high school **PLTW** courses in order to be eligible for certification, the **PLTW** School Certification process may begin at the end of the second year of implementation of the **PLTW** Program, as detailed in the PLTW School Certification documents.

- The Entity must complete the **PLTW** School Certification process individually for each high school curricular program.
- The Entity must complete the certification steps in accordance with the PLTW School Certification Process.
- The Entity shall pay all fees and expenses in connection with **PLTW** School Certification.

Schools or sites electing to offer just the minimum of three courses are not eligible for certification, but they must agree to participate in any quality and/or technical assistance visits required by state teams.

Entities are required to consult with their State Education Departments and **PLTW** state teams to ensure that they understand and follow important factors and implications in their states, which include funding requirements and opportunities, and state department of education guidelines.

VI. MODEL PLTW PROGRAM

PLTW, INC. encourages collaboration and networking. The **PLTW** Program, as implemented by each school or site of the Entity, will serve as a **PLTW** Program model for other participating or interested entities.

The Entity will make its participating schools or sites available for observation and inspection by other participating entities and exchange information concerning the **PLTW** Program with other participating entities, whether or not such entities have currently implemented the **PLTW** Program.

VII. PARTNERSHIP TEAM

PLTW Partnership Teams should be established by the end of the second year and consist of community advisors with backgrounds and qualifications germane to the type of **PLTW** Curricular Program offered at a participating school or site of the Entity. The Entity is responsible for selecting members. Ideally, these representatives will advise on the development of high-quality programs and have the breadth, depth, and academic rigor with respect to the Curricular Program. These should include representatives from employers, local workforce development organizations, economic development personnel, business, labor organizations, and secondary and postsecondary academic and technical educators and other stakeholders.

VIII. PARTICIPATION FEES

As stated in the **PLTW** STEM Agreement with additional detail, an annual participation fee is assessed for each school or site participating in the **PLTW** Biomedical Sciences Curricular Program. If your state participated in the funding for the development of the **PLTW** Biomedical Sciences Curricular program, then there may be a credit available to you to be applied towards the amount of the annual participation fee.

IX. TEACHER TRAINING

PLTW Teacher Training: is a three-phase program designed to teach the content and pedagogical skills needed to instruct each **PLTW** course. The **PLTW** Teacher Training program is structured to empower teachers by focusing on proper preparation, in-depth training and continuing education.

- Readiness Training is the first phase of the **PLTW** Teacher Training program. It is designed to prepare teachers for Core Training by assessing and developing a baseline relative to course tools, content and concepts necessary for success. A teacher must successfully complete Readiness Training prior to registering for Core Training.
- Core Training is the second phase of the **PLTW** Teacher Training program. It is designed to provide an in-depth overview and hands-on, course-specific training of the curriculum with a strong focus on pedagogy and professional networking. A teacher must successfully complete Core Training for each **PLTW** course they plan on teaching.
- Ongoing Training is the third phase of the **PLTW** Teacher Training program. It is designed to provide **PLTW** teachers with opportunities for continuous professional development to further their understanding related to course tools, content, and concepts after they have successfully completed Core Training.

Readiness Training:

- A teacher must successfully complete Readiness Training prior to registering for Core Training.
- **PLTW, INC.** will provide Readiness Training delivered through the **PLTW** electronic communications network, free-of-charge.
- Any additional training necessary for the teacher to successfully complete Readiness Training, is the sole responsibility of the Entity.

Teacher Selection:

- Teachers instructing a **PLTW** course should have as a minimum a Bachelor's Degree, and be in compliance with applicable state teacher licensure or certification requirements. Additionally, for the **PLTW** Biomedical Science Curricular Program teachers should have successfully completed at least two semesters of college level biology, and it is preferred that teachers have experience in the techniques and methods of modern biology, molecular biology, or physiology.

Core Training:

- The Entity must require all teachers to successfully complete course specific Core Training prior to teaching that **PLTW** course to their students. It is expected that this happen the summer immediately before the course implementation.
- The Entity shall be responsible for all fees and expenses associated with Core Training, including costs as determined by the agreement governing such teacher.

- The Entity shall send teachers to their state PLTW Affiliate for Core Training. In the event the Core Training course is not offered (or is full) within their state, the Entity will send teachers to Core Training within their region, as defined by PLTW, INC.
- In the event the Core Training schedule conflicts with the teacher's availability, the Entity must contact their state **PLTW** Affiliate to receive authorization for their teacher to attend Core Training at an alternate **PLTW** Affiliate.
- In the event their state does not have a **PLTW** Affiliate, the Entity will send teachers to Core Training within their region, as defined by PLTW, INC.
- If a teacher does not satisfactorily complete Core Training, the Entity must work with the **PLTW** Affiliate to create a Professional Development Plan as outlined in the **PLTW** Core Training Participant Progress Report. PLTW, INC. must approve all Professional Development Plans before they become valid.
- In the event a participating school or site of the Entity loses a teacher in the middle of an academic year and Core Training is not available, the Entity should contact PLTW, INC. PLTW, INC. will work with the Entity (and its Affiliate) to create a Professional Development Plan, outlining a provisional solution to support the teacher until the next available Core Training session.

Ongoing Training for PLTW Course Updates:

- All trained teachers must be properly trained in and teaching the latest version of the **PLTW** course curriculum.
- All **PLTW** course revisions will be released with Ongoing Training focused on **PLTW** course updates. All trained teachers must complete Ongoing Training for **PLTW** course updates through one of the following options:
- Online Training: PLTW, INC. will provide online training delivered through the **PLTW** electronic communications network free-of-charge.
- On-site Update Training: **PLTW** Affiliates, as deemed appropriate and necessary, will provide on-site training. The Entity will be responsible for all fees and expenses associated with on-site training.
- Repeat of Core Training: PLTW, INC. permits previously Trained Teachers to repeat Core Training. The Entity shall be responsible for all fees and expenses associated with Core Training.

Ongoing Training for Continuous Professional Development:

- PLTW, INC. encourages all trained teachers to actively participate in Ongoing Training for Continuous Professional Development delivered through the **PLTW** electronic communications network.
- PLTW, INC. encourages all trained teachers to participate in professional development opportunities offered through the **PLTW** Affiliate network.

X. COUNSELORS AND OTHER SCHOOL SUPPORT

PLTW Counselor Conference: is a professional development conference for school counselors, post-secondary advisors, principals, teachers and school administration to learn more about the **PLTW** Program as well as why and how they should encourage students to enroll in **PLTW** courses.

PLTW Counselor Training:

- Each **PLTW** Affiliate will provide **PLTW** Counselor Training annually, in the form of a Counselor Conference.
- Although it is suggested to have all advisors/counselors attend the conference at least once, each participating school or site of the Entity will send a minimum of one advisor/counselor per annual conference, given priority to the counselor (or equivalent) in the first year.
- The Entity will permit the attendance of appropriate advisors/counselors and shall pay all fees and expenses in conjunction with this **PLTW** Counselor Training.

XI. SOFTWARE AND EQUIPMENT

Teacher Equipment:

- The Entity shall provide each teacher selected to participate in the **PLTW** Teacher Training program with a laptop computer and software (each meeting the specifications established by PLTW, INC.), to be delivered to the teacher prior to attending Core Training. This laptop must be able to support the software required by the Curricular Program over time.
- The laptop computer and software will be used in the **PLTW** Teacher Training program as well as throughout the instruction of the **PLTW** Program at each participating school or site of the Entity. The laptop computer and software shall remain in the possession of and be for the sole use of the teacher as long as the teacher is teaching **PLTW** courses.

Prioritization of Use:

The use of the equipment and software by students participating in the **PLTW** Program shall take precedence over all other use. No other program or activity or student internships will interfere, substitute for or reduce student contact time in connection with the **PLTW** Program.

Required Equipment, Software and Terms:

As stated in the **PLTW** STEM Agreement, there are many requirements with respect to software for use with the **PLTW** Curricular Programs. Please see additional important information here.

Required equipment for implementing the **PLTW** Program includes any of the items designated as sole source in the **PLTW** Purchasing Manual. Note: The **PLTW** STEM Agreement should be reviewed closely for guidance on the requirements of all equipment to meet or exceed state specifications.

Required software is listed, by course, in the Software Table.

Annual sublicenses are subject to limitations established by the owner of the software, which are outlined in the Software Reference Document.

XII. ASSESSMENT AND EXAMINATIONS

Each entity must administer the most current version of the End-of-Course (EoC) Assessment provided by PLTW, INC. to its students at the end of each High School

Curricular Program course (excluding the *Engineering Design and Development™* and *Biomedical Innovation* courses). The Entity shall administer such assessments in paper/pencil or computer-based formats in accordance with the online systematic evaluation process, as determined by PLTW, INC. in its sole discretion. In cases in which a written assessment is directed to be administered by PLTW, INC. the Entity must ensure that any exam results from such a written exam shall be communicated back to PLTW, INC. either through reporting back into PLTW, INC.'s online assessment system or other reasonable reporting process to be defined by PLTW, INC. within a reasonable time period so as to ensure full and accurate reporting of assessment results. The Entity must administer the EoC Assessments in accordance with guidelines specified by PLTW, INC. and any deviation from those guidelines must be preapproved and documented. PLTW, INC. shall take reasonable measures to ensure that protected student information is safeguarded and kept private in accordance with applicable law.

In addition to EoC Assessments, PLTW, INC. reserves the right to offer growth assessments in core subjects such as math, science, and language arts. The decision to offer these Growth Assessments will be at the sole discretion of PLTW, INC. and they shall be optional for schools to administer. In cases where an entity already has an agreement in place with Northwest Evaluation Associates Inc. (NWEA) to administer Methods of Academic Progress (MAP) assessments at one or more schools or sites, or in cases where an entity adds a relationship with NWEA to administer MAP assessments at one or more schools or sites subsequent to an agreement being put in place with PLTW, INC., the Entity will allow PLTW, INC. to utilize these student assessment results in ongoing student and program evaluation research conducted by NWEA or other research partners identified by PLTW, INC. on behalf of PLTW, INC.

PLTW, INC. assists and supports participating entities and the quality of the **PLTW** Program through studying and evaluating the effectiveness of the **PLTW** Program on an ongoing basis in order to update instructional, curricular and assessment materials and otherwise improve the instruction that **PLTW** participating entities provide to students. These efforts include the development, validation, and administration of assessments, examinations, surveys and/or other measurement tools on behalf of entities during their participation in the **PLTW** Program. PLTW's ongoing studies review longitudinal student achievement data for the current year and the preceding three (3) academic years, after which the data is destroyed, or, at the request of the Entity, will be returned to the Entity. (De-identified data may be retained in a secure area and used for historical purposes relating to the continued support of the **PLTW** Program.) In support of these efforts, Entity acknowledges its participation in the **PLTW** systematic assessment and evaluation process. PLTW, INC. will provide, and the Entity will participate in, the **PLTW** online systematic assessment and evaluation process conducted by PLTW, INC. and/or its designated representatives, which includes online teacher registration, online student registration, and full participation in various assessments, examinations, surveys and/or other measurement tools using technology and other support services provided by PLTW, INC. The Entity and PLTW, INC. acknowledge and agree that the personally identifiable data is confidential, and shall be used, shared and maintained for the purposes set forth above and only in accordance with reasonable privacy/security measures, proper professional practices, student confidentiality and applicable laws, including FERPA. Use or access to any protected data obtained as a result of these studies will be limited to representatives with a legitimate interest in accessing this data and re-disclosure of any personally identifiable information will be done in limited instances only, and only as allowed by, and consistent with, applicable laws. The Entity

shall be responsible for implementing annual notifications, record-keeping and other such privacy requirements relating to these services.

XIII. LICENSE TO PLTW MATERIALS

Any use or distribution of PLTW materials is subject to the terms and limitations of the license provided to each entity in its agreement with PLTW, INC. No participating entities may post or otherwise distribute PLTW curricular and assessment materials on the internet or any extranet. PLTW has made a significant investment in curricular and assessment materials (which includes items such as the curriculum, teacher training materials, assessments, answer keys and all other such materials) in order to achieve its charitable mission, and has developed these materials in accordance with rigorous standards. If PLTW curricular and assessment materials are not appropriately protected, this would compromise the integrity of these materials, increase program costs and impair the viability of the PLTW STEM Education Program and PLTW's charitable mission.

XIV. MARKETING AND PUBLIC RELATIONS

PLTW, INC. requires entities to use our logo and boiler plate language in marketing materials and press releases that include information about the PLTW Program. Approved logo files and boiler plate language are available by request from PLTW, INC.'s marketing department and are intended to be made available via the website as well over time. PLTW, INC. requires that any marketing or communications materials that include information about PLTW, INC. be submitted for prior approval. PLTW, INC. has a dedicated marketing staff that will review requests and respond within four business days of an entity or site/school's request. PLTW, INC. encourages entities to work with the organization to promote the PLTW Program in a manner that is consistent with the national branding of the organization.

XV. INTERNET TECHNOLOGIES AND ELECTRONIC COMMUNICATIONS

PLTW, INC. will leverage a variety of internet applications and systems to facilitate the delivery of our content and curriculum to teachers and students across our entire network. PLTW, INC. shall determine these systems at our sole discretion and will ensure that proper security is provided for to safeguard sensitive data. PLTW, INC. will use these systems from time to time to communicate with members of our network. This could include emails sent from PLTW, INC. to PLTW Network members, notifications in various systems such as online assessment platforms or other internet based systems. In order to facilitate these various types of communications including email communication with schools and teachers, the Entity shall add the PLTW.org domain name to safe sender or white list at the district, school and individual user levels. In the case of organizations with firewalls or other filtering technology in place to support their security needs, the Entity shall make accommodations to its infrastructure to ensure that PLTW, INC.'s electronic communications are received by recipients within the Entity's network. In cases where PLTW, INC. uses specific internet based systems for delivery of curriculum, assessments or other relevant content to schools, teachers and students, the Entity shall ensure that all users are properly registered and rostered into these systems in keeping with the policies and procedures PLTW, INC. puts in place to ensure secure access to relevant information.

XVI. IMPORTANT ADDITIONAL REQUIREMENTS

In the event that the Entity does not implement the **PLTW** Program for the fall or spring semester of the academic year immediately following the date of this Agreement (for any of Entity's sites or schools registered as of the date of the agreement), or for the fall or spring semester following registration, as applicable (for any of Entity's sites or schools registered after the date of this agreement), then the Entity must notify PLTW, INC. within ten days of the commencement of the then academic year to determine a mutually agreeable new implementation schedule.

Entity agrees to support the program administratively. Currently, a key role in the process is the District Delegate who at a minimum must manage the related Agreement processes and also keep contact information updated.

Thank you for your close review of these important Program Requirements, which are legally binding as part of the **PLTW STEM Agreement**. If you have any questions, please contact our School Support Team.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item _____

Date: January 18, 2012

Information Item X

From: Craig Deason, Assist. Supt.

Attached Pages 1

Assist. Supt. Initials: CD

SUBJECT:

Bond Oversight Committee Annual Report

The Bond Oversight Committee, established January of 2009, will present their annual report at the January Board meeting.


The attached memo from the Bond Oversight Committee provides an overview of the Committee's actions during the past year.

Memo

To: CJUSD Board of Trustees
From: Sundi Lyons, CJUSD Bond Oversight Committee Chair
Date: January 18, 2012
Re: Annual Report

During the 2011 reporting period no bonds were sold and no expenditures incurred, and as such the Center Joint Unified School District Bond Oversight Committee has no activities to report to the Board.

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Business Office	Action Item _____
To:	Board of Trustees	Information Item <u> X </u>
Date:	January 18, 2012	# Attached Pages _____
From:	Jeanne Bess, Director of Fiscal Services 	
Principal/Administrator Initials: _____		

<p>SUBJECT: Budget Update</p> <p>Jeanne Bess, Director of Fiscal Services, will be attending a workshop on Tuesday, January 17, 2012 regarding the newest information on the Budget. She will provide the Board with the updated information on the January Proposal of the Governor's 2012/13 Budget.</p> <p>RECOMMENDATION: Discussion item only.</p>

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Superintendent's Office	Action Item <u> X </u>
To:	Board of Trustees	Information Item <u> </u>
Date:	January 18, 2012	#Attached Pages <u> 7 </u>
From:	Scott A. Loehr, Superintendent	
Principal's Initials:	<u> </u>	

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

December 14, 2011 Regular Meeting

RECOMMENDATION: The CJUSD Board of Trustees approve the presented minutes.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING

District Board Room, Room 503
Wilson C. Riles Middle School
4747 PFE Road, Roseville, CA 95747

Wednesday, December 14, 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: CSEA and CUTA (G.C. §54957.6)

PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

CLOSED SESSION - 5:00 p.m.

OPEN SESSION - CALL TO ORDER - 6:05 p.m.

FLAG SALUTE - led by Scott Loehr

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)
There was a motion to TABLE this item.

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

ADOPTION OF AGENDA - approved adoption of agenda as presented.

Motion: Wilson
Second: Kelley

It was suggested that there be an amendment: Consent Agenda #1 be pulled for revision.

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

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School - Aleah Woods

- this week is finals week.
- Operation Santa; went to Spinelli this week to give gifts to kids who are in need. CHS students spend the afternoon with the students and do crafts with them. They will be going to Dudley tomorrow.
- Operation Kratchet; they collect wrapping paper and donate it to a group that uses them to wrap kids presents.
- the canned food drive raised over 3000 cans so far.
- Dear Santa raised over \$500 to buy gifts for a couple families in the Antelope area.
- last week had the music production with the choir, guitars and band each performing.

2. McClellan High School - Luis Duffey

- November 28 - December 9 MHS collected about 450 cans food items; items collected went to the Wilson C. Riles food bank. All students who donated will be treated to donuts and juice.
- Friday Night Live is holding a Change for Change Drive in the month of December. The money collected will be donated to a local charity.
- Lions Club supported McClellan by offering them to participate in a Feast for Families program. Two families received a Thanksgiving dinner. This month they will be donating two \$100 gift cards to give to two students to help give their families a happy holiday.
- for the second year in a row Mr. Davis has put together a basketball team; last year MHS won the league title.
- there currently are fourteen 10th graders, thirty-one 11th graders, and forty-two 12th graders.

3. Antelope View Charter School - Evelina Leshchinskaya

- the middle school students will have full-time teachers beginning next semester.
- with the canned food drive, AVCS collected enough food to donate to one family in their school.
- wished everyone happy holidays.
- informed the board that it will be her last time reporting for her school; introduced Britney Kaiser who will be taking her place. She thanked everyone for the opportunity.

4. Global Youth Charter School – Hyleah O’Quinn

- fall semester is coming to an end; this week is finals week.
- December 16 is the Clash of the Classes.
- Multicultural potluck will be held this Friday.
- Candy Grams are on sale this week.
- first basketball homecoming for Global will be January 20.
- boys and girls official league games start in January and end in mid February.
- Global plans to schedule more college tours: UC Davis, Chico and UC Riverside.
- the staff is working hard preparing for the WASC visit in March.
- the Global Youth family wishes everyone Happy Holidays.

ORGANIZATION REPORTS

1. **CUTA - Heather Woods, President**, asked the Board if they have discussed having representatives from all of the sites. Noted that she was reporting on some positives at the school sites. Spinelli had the Crocker Art Museum visit today. Just about every school has some sort of production going on. The B Street Theater went out to Dudley. The elementary sites are doing Spelling Bees and getting ready for the Geography Bees. Fifth grade students at Oak Hill are having colonial holiday parties, looking at the past and how they celebrated. The Fourth grade at Oak Hill held a Business Fair last week. Heather noted that she is concerned with the possible cuts coming up; concerned about what is in our future in the way of layoffs. She reminded the Board that the language

ORGANIZATION REPORTS (continued)

in the contract about class-sizes is there because they are looking out for the best interest of the students.

2. **CSEA** – Marie Huggins, President, noted that it is her last meeting as chapter president. She noted that she has enjoyed working with Heather Woods. It has been a great relationship between the two unions. They have had a good working relationship with Mr. Loehr and the district. She noted that she looks forward to attending board meetings, but not having to talk. The union is looking toward the possibility of cuts. She asked that whatever can be done to give comfort or reality would be appreciated. She thanked the Board for allowing her to be a part of the meetings.

Trustee Anderson noted that she has done a great job representing her union and being a leader. She noted that she will be missed.

Trustee Wilson noted that he will miss her. She has always been very warm and welcoming. He noted that she has always had an open door policy. Noted that she is a great person and likes knowing her. He noted that he and his wife cherish her friendship.

Trustee Friedman noted that Marie approached difficult issues with clarity, honesty and directness. Her words carried value and a sense of accuracy; he appreciated that. She set a wonderful example of leadership.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA –

Mike Jordan, Principal at CHS, first noted that the community service hours are finished for the semester; there will be no student comments this month. He then noted that he wanted to give a brief overview of courses that they are planning to offer in the course catalog next year: Honors Earth Science, Anatomy, 911 Call Center Dispatch Program, AP Psychology, 11th grade Honors English will change to AP English, an online academy through OdysseyWare, and Project Lead the Way (biomedical and engineering programs). Mr. Jordan noted that he will cover Project Lead the Way more in depth in a report next month. They are continuing with the Success Strategies and Academic Enrichment classes. They will also continue Credit Recovery. They have started an Honors program called Center Scholars, recognizing the highest achieving academic students. The Board asked that at the report in January Mr. Jordan give more information on the OdysseyWare program as well. Mr. Loehr noted that these classes will be offered, but they need to have full classes to operate.

BOARD/SUPERINTENDENT REPORTS

Mrs. Kelley

- attended the CSBA conference in San Diego this month; there was a lot of information, which was overwhelming. She gave an overview of items that she learned about while there (solar and energy management/conservation, electronic readers, comparison between the educational systems in Finland and the US, the Kahn Institute, and budget reflections).
- wished everyone a happy holiday.

Mrs. Anderson

- wished everyone a Merry Christmas, Happy Holidays, and Happy Hanukkah; she asked that everyone be safe during the holidays.

BOARD/SUPERINTENDENT REPORTS (continued)

Mr. Hunt

- noted that he asked at the last meeting for information on the cost of adding 2 FTE at the K-3 level. It was his impressions that Mr. Loehr felt that if teachers were to be added at the K-3 level, then all four elementary sites should receive one. He did not ask for the item to be placed on the agenda; felt that it would not be supported by fellow board members.
- wished everyone a wonderful holiday season.

Mr. Wilson

- noted that he met with someone who said that Jesuit and St. Francis are going solar.
- wished everyone a Merry Christmas, and Matt a Happy Hanukkah.
- wanted it noted that the score was: USC - 50, UCLA - 0

Mr. Loehr

- enjoyed visits to the school sites.
- yesterday received positive news about the budget (good news, but still cuts); we will continue to stay conservative and do what we can.
- noted that the technology department received 20 free laptops; there will be one for each board member to use.
- thanked Marie and noted that it has always been a pleasure working her.
- board members have discussed solar options; has talked to Craig and he will look into it. That type of technology should be integrated into our new schools.
- wished everyone Happy Holidays.

Mr. Friedman

- highlighted Coach J'Beilly for being selected as conference Coach of the Year.
- noted that Mr. Jordan's report of the upcoming ideas and new adventures of pushing forward is a great example of progress despite the challenges in front of us.
- noted that it has been an honor serving as President for the last year, and that it has been a pleasure working with the Board.
- told the Student Board Representatives that they are doing a great job.
- wished everyone the best of whatever holiday they may be celebrating; asked everyone to be safe.

Mrs. Kelley

- noted that she attended the Caldwell Flores Winters Holiday Dinner. She announced that our student from CHS, who applied, won a scholarship.

Trustee Anderson thanked Trustee Friedman for his leadership during this last year.

CONSENT AGENDA

1. *This item was pulled for separate consideration.*
2. Approved Classified Personnel Transactions
3. Ratified 2011/2012 Individual Service Agreements:
2011/12-124-129 Bright Futures
4. Approved Field Trip: Sierra Nevada Classic, Wrestling Tournament - CHS
5. Approved Field Trip: Nor-Cal Championship, Wrestling Tournament - CHS
6. Approved 2011-2012 Single Plan for Student Achievement - Riles
7. Approved 2011-2012 Single Plan for Student Achievement - Spinelli
8. Approved 2011-2012 Single Plan for Student Achievement - McClellan
9. Approved Disposal of Surplus Vehicle:
1977 International (Bucket Truck) - License #1020104

CONSENT AGENDA (continued)

10. Approved 2011-2012 Safe School and Emergency Preparedness Plan - Dudley
11. Approved 2011-2012 Safe School and Emergency Preparedness Plan - North Country
12. Approved Payroll Orders: July 2011 - November 2011
13. Approved Supplemental Agenda (Vendor Warrants)

Motion: Anderson

Vote: General Consent

Second: Kelley

CONSENT AGENDA PULLED FOR SEPARATE

1. Approved Adoption of Minutes from November 16, 2011 Regular Meeting

Trustee Hunt asked that in the first item of his report it be changed to read "by December 1", not "in December or January".

Motion: Wilson

Vote: General Consent

Second: Hunt

BUSINESS ITEMS

A. APPROVED - Annual Organizational Meeting for Governing Board

Trustee Friedman, Board President, opened the nominations for Officers of the Board for 2012.

- 1) **Office of the Board President:** Trustee Wilson made a motion, seconded by Trustee Kelley, to nominate Trustee Anderson as President of the Board. There were no other nominations.

Vote: General Consent

- 2) **Clerk of the Board:** Trustee Friedman made a motion, seconded by Trustee Hunt to nominate Trustee Wilson as Clerk of the Board. There were no other nominations.

Vote: General Consent

- 3) **Board Representative to SCOE:** Trustee Hunt made a motion, seconded by Trustee Friedman to nominate Trustee Kelley to serve as Board Representative to the Sacramento County Office of Education. There were no other nominations.

Vote: General Consent

Mr. Loehr presented Trustee Friedman with a gavel for his service as President for 2011.

- 4) **Date, Time, Place of Board Meetings:** Trustee Friedman made a motion, seconded by Trustee Wilson, to continue meeting at 6:00 p.m. (start of Open Session) on the third Wednesdays of the month, with special meetings to be held on the first Wednesdays whenever possible. Meetings will continued to be held in the District Board Room.

Vote: General Consent

RECESS: At 6:59 p.m. Trustee Friedman, President of the Board, called a recess of the regular meeting of the CJUSD Board of Trustees to convene the Organizational Meeting of the Board of Directors of the CJUSD Financing Corporation. The meeting of the CJUSD Financing Corporation was adjourned at 7:01 p.m. at which time the regular meeting of the Center Joint Unified Board of Trustees was reconvened.

BUSINESS ITEMS (continued)

B. APPROVED - Audit Report for Fiscal Year 2010/11 & Certification of Corrective Action 2010/11 Audit Findings

Jeanne Bess, Director of Fiscal Services, gave an overview of the Audit Report. She also discussed the two areas needing corrective action.

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

C. APPROVED - First Interim Report for Fiscal Year 2011/12

Jeanne Bess, Director of Fiscal Services, gave an overview of the Interim Report.

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

CONTINUATION OF CLOSED SESSION – The Board returned to Closed Session at 7:38 p.m. with a short break prior.

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

At 8:00 p.m. Mr. Loehr announced that family members and administrators wishing to address the Board in Closed Session regarding the expulsion may do so at this time.

RETURN TO OPEN SESSION - 8:32 p.m.

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION – the Board returned from Closed Session and announced that no action had been taken. The following items had action taken during Open Session:

1. Student Expulsions/Readmissions (G.C. §54962)

Student Expulsion #11-12.10 - Recommendation approved.

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

Student Expulsion #11-12.12 - Recommendation approved.

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

Student Expulsion #11-12.13 - Recommendation approved.

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

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION (continued)

Student Expulsion #11-12.14 - Recommendation approved.

Motion: Wilson
Second: Kelley

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

Student Expulsion #11-12.15 - Recommendation approved.

Motion: Wilson
Second: Kelley

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

ADVANCE PLANNING

a. Future Meeting Dates:

- i. Regular Meeting: Wednesday, January 18, 2012 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747**

ADJOURNMENT – 8:35 p.m.

Motion: Kelley
Second: Wilson

Vote: General Consent

Respectfully submitted,

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

Donald E. Wilson, Clerk
Board of Trustees

Adoption Date

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Action Item X

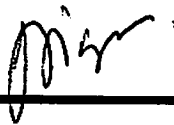
Date: January 18, 2012

Information Item

To: Board of Trustees

Attached Pages 1

From: George Tigner, Chief Administrative Officer



Subject: Certificated Personnel Transaction

Rescission of Layoff

Ana Perez, Center High School

Recommendation: Approve Certificated Personnel Transaction as Submitted


CONSENT AGENDA

Rescission of Layoff

Ana Perez's layoff has been rescinded and she has returned to 1.0 FTE at Center High School as a Counselor for the 2011/12 school year, effective January 4, 2012.

AGENDA ITEM # XIV-3

Center Joint Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	Personnel Department		
Date:	January 18, 2012	Action Item	<u> X </u>
To:	Board of Trustees	Information Item	<u> </u>
From:	George Tigner, Chief Administrative Officer		# Attached Pages <u> 1 </u>
 SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS RETIREMENT: Mary Stevens, Office Assistant Cheryl Dixon, Bus Driver LEAVE OF ABSENCE: Bonnie McCarthy, Office Assistant NEW HIRE: Enrique Espinoza, Instructional Specialist PH/Autism Nicola Weathersby, Instructional Specialist PH/Autism RECOMMENDATION: Approve Classified Personnel Transactions as Submitted			

CONSENT AGENDA

AGENDA ITEM # XIV-3

Mary Stevens has retired from her position as Office Assistant, Dudley Elementary, effective December 1, 2011.

Cheryl Dixon has retired from her position as Bus Driver effective December 31, 2011.

Bonnie McCarthy, Office Assistant at Spinelli Elementary, is on a leave of absence from January 9, 2012 through May 31, 2012.

Enrique Espinoza has been hired as an Instructional Specialist PH/Autism, Spinelli Elementary, effective December 6, 2011.

Nicola Weathersby has been hired as an Instructional Specialist PH/Autism, Spinelli Elementary, effective December 7, 2011.

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Superintendent's Office	Action Item <u>X</u>
To:	Board of Trustees	Information Item _____
Date:	January 18, 2012	# Attached Pages <u>2</u>
From:	Scott A. Loehr, Superintendent	
Principal/Administrator Initials:	_____	

<p>SUBJECT: Multiple Measures Online Assessment Reporting System (MMARS)</p> <p>As a result of the district entering Program Improvement, the district has been researching a program that will assist it in analyzing our State testing data. We have reviewed multiple programs and have selected MMARS.</p> <p>MMARS provides innovative online data management and a fast, powerful decision-support system. Designed to help educators meet the needs of elementary and secondary students and improve performance. MMARS helps educators make sense of all the data from CST, CAHSEE, and CELDT.</p> <p>MMARS allows educators to combine multiple data types over time to maximize reporting and answer complex questions.</p> <p>We are requesting the program be approved for two years and all funding will come from Federal Title 1 funds.</p> <p>RECOMMENDATION: CJUSD Board of Trustees approve the Multiple Measures Online Assessment Reporting System (MMARS).</p>

CONSENT AGENDA



Multiple Measures, LLC
 685 Placerville Drive #310
 Placerville, CA 95667
 (530) 295-1262

MMARS™

QUOTATION

January 5, 2012

prices valid through 2/28/2012

Assessment data reporting for:
 2011-12 and 2012-13

MMARS™ STAR-CELDT-CAHSEE

Becky Lawson
 Center JUSD
 8408 Watt Ave.
 Antelope, CA 95843

		Multiple Measures Online Assessment Reporting System™				
		Online Reporting Services (\$12,000 annual maximum / \$250 minimum)				
	Estimated Testing Population					
Item		Included with MMARS	Unit Price	Amount	Discounts	Annual
MM-STAR	3,884	MMARS-STAR	\$1.00	\$3,884.00		\$3,884.00
MM-CELDT	471	MMARS-CELDT				included
MM-CAHSEE	67	MMARS-CAHSEE				included
MM-ROSTER		MMARS Rerostering Service				included
MM-ACCT-S		MMARS-Accountability (API, AYP) - included				included
MM-ACCT-O	3,884	MMARS-Accountability (AMAO, ELSSA, SPSA) - optional	\$0.50	\$1,942.00	(\$1,942.00)	\$0.00
SARC	9	2012 SARC - School Accountability Report Card (per school) - optional	\$300.00			optional
<u>Technical Support:</u>						
MM-ROSTER		Rerostering Service (2010-11 and 2011-12 classes)				included
MM-SUPPORT		Live support: chat, email, telephone, web, remote online				included
<u>End-User Access Licenses:</u>						
MM-USERSd	5	MMARS - District online access	\$250.00	\$1,250.00	(\$1,250.00)	FREE
MM-USERSs	18	MMARS - School online access	\$100.00	\$1,800.00	(\$1,800.00)	FREE
MM-USERSr		MMARS - Teacher online access	\$10.00			optional
<u>End-User Training (optional):</u>						
MM-TRAINREM	1	Remote Online Training	\$150.00	\$150.00	(\$150.00)	FREE
MM-TRAINREM		Remote Online Training (per hour)	\$150.00			optional
MM-TRAINOS		On-Site Training (per day; includes travel expenses)	\$1,500.00			optional
MM-LOCAL		MMARS Local Assessment Reporting	(call for details)			
		Total for 2011-12		\$9,026.00	(\$5,142.00)	\$3,884.00
		Total for 2012-13		\$9,026.00	(\$5,142.00)	\$3,884.00
		Additional discount for 2-year contract (10%)				(\$776.80)
		Grand Total for 2011-12 and 2012-13				\$6,991.20

QUOTATION only - do not pay

(To order, please fax your Purchase Order to 530-663-8497)

Notes:

- Estimated Testing Population** is the ACTUAL number of students tested during the prior school year, as published by the CDE at the DataQuest website. Local Assessment reporting is based on prior year district enrollment.
- MMARS** includes all available reports. Supports multi-year processing with all prior year data. Includes free rostering service.

Multiple Measures Online Assessment Reporting System™

STAR / CAHSEE / CELDT

SOFTWARE ORDER FORM for School Districts

for assessment data for: ***2011-12 and 2012-13***

**Becky Lawson
Center JUSD
8408 Watt Ave.
Antelope, CA 95843**

Billing Address (if different)....
Email Address.....
Authorizing Signature.....
Purchase Order Number.....
Phone..... Fax.....
Referred By.....
Special Notes.....

(per quotation)

Total Cost.....	\$3,884.00
CA Sales Tax.....	<i>none</i>
Shipping & Handling.....	<i>none</i>
Grand Total.....	\$3,884.00

FAX to:

(530) 663-8497

Multiple Measures, LLC

MAIL to:

Multiple Measures, LLC
685 Placerville Dr. #310
Placerville, CA 95667

INQUIRIES:

accounting@multiplemeasures.net
(530) 295-1262

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: January 18, 2012

To: Board of Trustees

From: Mike Jordan, Principal

Action Item X

Information Item

Attached Pages 8

Administrator's Initials: _____

SUBJECT: Project Lead the Way

It is necessary for the Board of Trustees to sign the included contract so that Center High School can continue to pursue the biomedical and engineering programs through Project Lead the Way.

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve and sign the Project Lead the Way contract and allow Center High School staff to further pursue this excellent opportunity for our students.

CONSENT AGENDA

PLTW STEM AGREEMENT

AGREEMENT by and between Center Joint Unified School District (the "Entity"), located in Antelope, CA and **PROJECT LEAD THE WAY, INC.**, a New York charitable not-for-profit corporation having an address at 3939 Priority Way South Drive, Indianapolis, Indiana 46240 ("PLTW, INC." and, collectively with the Entity, the "parties").

WITNESSETH:

WHEREAS, PLTW, INC. has established a comprehensive program and curricula for STEM education (the "PLTW Program") and supports a network of school districts, colleges, universities, and private sector collaborators (the "PLTW Network"); and

WHEREAS, the Entity desires to implement the PLTW Program; which consists of various curricular programs (the "PLTW Curricular Program(s)") and

WHEREAS, the Entity shall have access to all PLTW Program curricula and annual updates as well as access to the PLTW electronic communication network, online systematic assessment and evaluation, training, and additional benefits

WHEREAS, the parties desire to work together to maximize the benefit of the PLTW Program to students by maintaining the quality standards and practices necessary to ensure the efficacy of the PLTW Program.

NOW, THEREFORE, the parties agree as follows:

1. Registration and Information.

The Entity has registered online with PLTW, INC. on December 12, 2011 for one or more schools or sites, and identified which PLTW Curricular Program it wishes to implement. The Entity represents that the information contained in the registration remains accurate as of the date of this Agreement. In the event that Entity elects to have additional sites (middle or high school) added, or elects to make other material changes such as additional PLTW Curricular Programs, Entity must first complete the necessary data entry and/or information reasonably required by PLTW, INC. The registration or site add-on data/information may be amended by PLTW, INC. from time to time in its discretion.

2. PLTW Requirements for Implementation.

The Entity agrees to implement the PLTW Program according to the program and implementation requirements established by PLTW, INC. ("PLTW STEM Program Requirements" or "Program Requirements"), which shall include, but not be limited to, Program Requirements governing sequencing, courses, training, certification or maintenance of program standards, and other aspects of a successful implementation of the PLTW Program and PLTW courses by participating entities. Program Requirements are available on the PLTW, INC. website and may be modified from time to time by PLTW, INC. in its reasonable discretion.

3. **PLTW Curricular Programs.**

The Entity agrees to follow the **PLTW** curricula and to meet **PLTW** quality standards and practices including any concurrent student course requirements as reasonably established by **PLTW, INC.** for students to be successful in the **PLTW** Program. Curricula must be taught in its entirety without interruption or any modification. Additional information is found in the Program Requirements.

4. **PLTW Software.**

The **PLTW** curricula are supported by certain software programs that align with the **PLTW** curricula to provide students with rigorous and relevant application of skills. The Entity must purchase an annual or other available sublicense (or other applicable rights, collectively herein, the “sublicense”) to the software programs which are integrated into the **PLTW** Program courses in that academic year. The annual sublicense is subject to limitations established by the owner of the software, which may include school or site restrictions, as outlined in the Program Requirements. If the sublicense is on an annual basis, then the term of the sublicense is for the then current academic year of this Agreement, after which the Entity must cease the use of the software unless this Agreement is renewed for additional terms. All software shall be subject to the standard end-user license agreement from the software licensor, a copy of which is included with the software, and copyright for each software package remains with its owner and is protected by applicable copyright law. The Entity agrees to maintain reasonable security measures to protect the software, and to prohibit its unlawful use. When not in actual use, the Entity agrees to secure the software. Additional information is found in the Program Requirements.

5. **PLTW Biomedical Sciences Curricular Program Participation Fee.**

The Entity will be assessed an annual participation fee of \$2,000 for each school or site participating in the **PLTW** Biomedical Sciences Curricular Program, which shall be due and payable no later than August 1 of each year this Agreement is in effect. **PLTW, INC.** may adjust any participation fees on an annual basis in the sole discretion of **PLTW, INC.**, provided, however, that **PLTW, INC.** shall provide notice of any increases or decreases no later than March 1 of each year of any such increases or decreases for the following academic year. Additional information is found in the Program Requirements.

6. **PLTW Partnership Team.**

The objective of the **PLTW** Partnership Team is to provide optimal support and to facilitate the operation of the entire **PLTW** Program, while building community support and advocacy. By the end of the second year, the Entity shall establish and operate a **PLTW** Partnership Team and is responsible for selecting all members. Additional information is found in the Program Requirements.

7. Required Training.

A. PLTW Teacher Training. Teachers are required to successfully complete course specific PLTW Teacher Training for each PLTW course they will instruct. The Entity will select each teacher for participation in the PLTW Teacher Training program. It is the sole responsibility of the Entity to ensure that every teacher meets all Federal, State and local requirements to teach each respective PLTW course. The Entity shall register each teacher being selected for training with PLTW, INC. by the date required under the Program Requirements. PLTW, INC. reserves the right to accept or reject any training candidate. Additional information is found in the Program Requirements.

B. PLTW Counselor Training. Counselors/Advisors are required to successfully complete PLTW Counselor Training. Additional information is found in the Program Requirements.

8. Equipment Used in the PLTW Program.

A. Equipment. To assure that the Entity's school or site facilities properly support the PLTW Program, and to provide special purchase or license agreements and other costs savings practices negotiated by PLTW, INC., the PLTW Purchasing Manual includes details on equipment, supplies and other items (collectively referred to as "equipment" in this Agreement) that are required to implement the PLTW Program. In some instances, it is required that specific equipment (including software), be used due to curricular requirements. Unless specific equipment is required by PLTW, INC., the Entity may implement the PLTW Program using equipment purchased from vendors not listed in the PLTW Purchasing Manual, provided such equipment meets or exceeds program specifications and adequately supports the PLTW Program. The Entity shall be responsible for ensuring that equipment will meet or exceed Program Requirements and adequately support the PLTW Program. Additional information is found in the Program Requirements.

B. Safety. The Entity is solely responsible for the safe and proper implementation of the PLTW Program at its sites and schools. The Entity hereby covenants and agrees that any facility used to teach the PLTW Program shall be adequately equipped to operate the equipment safely and properly and that such facility and any equipment used thereon shall at all times comply with applicable standards and/or customary practices relating to safety and reasonable use. The Entity shall be solely responsible for providing its faculty with appropriate safety training relating to the implementation of the PLTW Program.

9. Assessment and Evaluation of Results.

PLTW, INC. assists and supports participating entities and the quality of the PLTW Program through studying and evaluating the effectiveness of the PLTW Program on an ongoing basis in order to update instructional, curricular and assessment materials and otherwise improve the instruction that PLTW participating entities provide to students. These efforts include the development, validation, and administration of assessments, examinations, surveys and/or other measurement tools on behalf of entities during their participation in the PLTW Program. PLTW's ongoing studies review longitudinal student achievement data for the current year and the preceding three (3) academic years, after which the data is destroyed, or, at the request of the Entity, will be returned to the Entity. In support of these efforts,

Entity acknowledges its participation in the **PLTW** systematic assessment and evaluation process. PLTW, INC. will provide, and the Entity will participate in, the **PLTW** online systematic assessment and evaluation process conducted by PLTW, INC. and/or its designated representatives, which includes online teacher registration, online student registration, and full participation in various assessments, examinations, surveys and/or other measurement tools using technology and other support services provided by PLTW, INC. The Entity and PLTW, INC. acknowledge and agree that the personally identifiable data is confidential, and shall be used, shared and maintained for the purposes set forth above and only in accordance with reasonable privacy/security measures, proper professional practices, student confidentiality and applicable laws, including FERPA. Use or access to any protected data obtained as a result of these studies will be limited to representatives with a legitimate interest in accessing this data and re-disclosure of any personally identifiable information will be done in limited instances only, and only as allowed by, and consistent with, applicable laws. The Entity shall be responsible for implementing annual notifications, record-keeping and other such privacy requirements relating to these services.

10. Delivery of Materials and Communication.

In order to facilitate the delivery of the **PLTW** curricula and other **PLTW** Program materials to Entity, and to facilitate communication for the **PLTW** Network, PLTW, INC. will use various internet applications and systems. PLTW, INC. shall determine which systems and applications will be used, in its sole discretion, and will implement reasonable security measures to safeguard sensitive data. Schools will implement appropriate measures to facilitate communication with these applications and systems. Additional information is found in the Program Requirements.

11. License.

A. Scope. The Entity acknowledges that PLTW, INC. retains all rights and title to its marks, curricula, materials and other intellectual property (collectively referred to in this Agreement as "materials"). PLTW, INC. grants to the Entity a non-exclusive, non-transferable license to reproduce and use, to the extent authorized herein, printed or electronic materials developed and/or used in connection with the **PLTW** Program, for the sole purpose of instruction to students at registered schools or sites that are actively providing **PLTW** instruction, and appropriate training for authorized faculty. Any other use of such materials, including but not limited to commercial use, shall be strictly prohibited.

B. Program Identification. **Project Lead The Way, PLTW. Gateway To Technology** and other marks used in the **PLTW** Program are service/trademarks of PLTW, INC. During the term of this Agreement, the Entity shall use the appropriate logos, marks and other identifying materials on all **PLTW** Program materials and communications with faculty, students, officials and community constituents. PLTW, INC. will supply the Entity with appropriate instructions and labels relating to such identifying material to facilitate the proper promotion of the **PLTW** Program. Upon termination of this Agreement, the Entity shall cease using any such identifying material and shall make no representations linking any of its own educational programs to the **PLTW** Program without the prior written consent of PLTW, INC. All press releases and other public

pronouncements involving the PLTW Program shall be subject to the advance approval of PLTW, INC. through PLTW, INC.'s designated representative. The Entity agrees to reasonably promote and publicize the PLTW Program, and to retain its distinct character.

C. Termination. The license granted hereunder shall cease upon the earliest to occur of: (i) the termination of this Agreement; or (ii) PLTW, INC. providing sixty (60) days written notice to the Entity of its election to revoke the license. Upon termination of the license all material shall cease to be used and, at the election of PLTW, INC., all materials, including any reproductions thereof, shall be immediately returned to PLTW, INC., and in no event later than fifteen (15) days after the effective date of termination.

12. Representations and Warranties of the Entity.

The Entity hereby makes the following representations and warranties: (a) This Agreement has been duly approved by the governing authority of the Entity, and the person executing this Agreement on behalf of the Entity has been duly authorized to so act by such Entity; (b) This Agreement is a legally binding agreement whose rights and obligations run only between the Entity and PLTW, INC. and the Entity's execution of this Agreement does not create rights in any other party; and (c) The terms of this Agreement do not violate or conflict with the Entity's charter or any other of its rules of governance, the laws of the Entity's State or any subdivision thereof, or any other agreement to which the Entity is a party.

13. Default.

A. Material Breach and Cure Period. Upon a material breach of this Agreement by either party which is not cured within fifteen (15) days after written notice is mailed to the defaulting party, this Agreement shall terminate effective upon the completion of the then-current academic year.

B. Non-payment or Failure to Implement Program. If the Entity fails to make prompt payment of the participation fee or to implement the PLTW Program for the academic year immediately following the date of this Agreement, then this Agreement may immediately terminate, at the option of PLTW, INC. In the event that Entity implements one or more courses, but fails to timely and properly implement the courses required for the Entity's PLTW Curricular Program(s), then, this Agreement may immediately terminate, at the option of PLTW, INC.

C. Other Remedies. In addition to the right to terminate the Agreement upon a breach thereof, the parties shall also have the right to exercise all of their respective remedies, both legal and equitable, as a result of the breach.

14. Term: Annual Renewal of Agreement.

The initial term of this Agreement shall begin as of the date of signing and shall end on June 30th of the following year; this Agreement shall be automatically renewed for additional contract years (July 1 – June 30) unless a party terminates the Agreement by notice to the other party in writing no later than April 1 preceding the commencement of the next Contract Year.

15. Protection of Intellectual Property.

The Entity agrees to adhere to any and all restrictions in connection with equipment, software and other intellectual property purchase, lease/sublease, and/or license/sublicense agreements between PLTW, INC. and software producers, assessment providers or other such entities and to take proactive measures to protect intellectual property purchased, leased/subleased and/or licensed/sublicensed under such agreements, as shall be requested by PLTW, INC. or the owner of the intellectual property. Upon a termination of this Agreement, the Entity shall discontinue use of all software or other intellectual property provided to them pursuant to this Agreement or through special agreements relating to the Entity's participation in the PLTW Program. PLTW, INC. assumes no liability for the non-performance of the software or other intellectual property but will provide reasonable assistance to resolve non-performance issues with the owner of the software or other intellectual property. The Entity agrees that if it materially breaches these restrictions, its right to use such software or other intellectual property will be terminated and all software or other intellectual property shall be immediately returned to PLTW, INC. or the owner. The Entity shall solely be responsible for any remedies sought by the owner relating to the Entity's breach of these provisions, and PLTW, INC. shall not be liable in any way for such breach.

16. Indemnification.

To the extent permitted by law, the Entity hereby agrees to indemnify, defend and hold harmless PLTW, INC. from and against, and in respect to, any and all losses, expenses, costs, obligations, liabilities and damages, including interest, penalties and reasonable attorney's fees and expenses, that PLTW, INC. may incur as a result of any negligent or willful act of the Entity or any of its agents or employees or the failure by such Entity to perform any of its representations, warranties, commitments, or covenants under this Agreement.

17. Miscellaneous Provisions.

A. Assignment. The Entity is prohibited from assigning to or in any other way enabling any of its rights under this Agreement to inure to any third party without the prior written consent of PLTW, INC. This prohibition on assignment shall be a material term of this Agreement and any violation of this Section shall be material breach of this Agreement, which shall allow PLTW, INC. to terminate this Agreement.

B. Notices. Any notice or other communication required or permitted under this Agreement shall be in writing and shall be sent by registered or certified mail, return receipt requested, or by overnight delivery, as follows:

If to the Entity:

If to PLTW, INC.:

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

Project Lead The Way, Inc.
Attn: STEM Agreements
3939 Priority Way South Drive, Suite
200
Indianapolis, IN 46240
ph: 877-335-7589

C. Confidentiality. Except to the extent required by applicable law, the parties to this Agreement understand and agree that the contents of this final Agreement, and the discussions and negotiations between the parties resulting in this final Agreement, shall be maintained as confidential and shall not be disclosed to any third party.

D. Benefit. This Agreement shall be binding upon, and shall inure to the benefit of, the parties and their respective successors and permitted assigns.

E. Entire Agreement. This Agreement, including any instruments of agreements attached hereto as exhibits or incorporated herein by reference, contains the entire understanding of the parties with respect to the subject matter hereof. This Agreement supersedes all prior agreements and understandings between the parties with respect to such subject matter.

IN WITNESS WHEREOF, the parties have each executed this Agreement on the dates indicated below.

Center Joint Unified School District

Date: _____

By: _____

Entity Superintendent or School Board
President/Chairperson, or their legally
authorized designee

Name: _____

Title: _____

Project Lead The Way, Inc.

Date: _____

By: _____

Andrea E. Croslyn, Ph.D.
Executive VP. Chief Operating Officer

Project Lead The Way, Inc
Attn: STEM Agreements
3939 Priority Way South Drive, Suite 200

PLTW, INC. 2012 - 2013

Indianapolis, IN 46240
ph: 877-335-7589

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: North Country Elementary

Date: January 10, 2012

Action Item X

To: Board of Trustees

Information Item

From: Kathleen Lord, Principal

Attached Pages: 1

Principal's Initials: KL

SUBJECT: APPROVAL OF 5th GRADE STARBASE ACADEMY

The 5th Grade classes at North Country are requesting permission to attend the STARBASE Academy at McClellan Air Force Base. The STARBASE Academy will be focusing on STEM (Science, Technology, Engineering and Math).

There is no cost to the students to attend the Academy except for transportation. Students will travel to and from this location by city bus with their teacher.

Mrs. Tricomo's STARBASE dates:

April 25th, May 2nd, May 9th, May 14th and May 23rd

Ms. Smith's STARBASE dates:

April 26th, May 3rd, May 7th, May 10th and May 17th

RECOMMENDATION: APPROVE FIELD TRIP

CONSENT AGENDA

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: December 16, 2011

Action Item X

To: CUSD Board of Trustees

Information Item

From: Mike Jordan

Attached Pages 1

Principal's Initials MOJ

**SUBJECT: AP US HISTORY TRIP TO DISNEY WORLD IN ORLANDO, FLORIDA
FEBRUARY 12 – 17, 2012**

Walt Disney World
February 12-17, 2012
Pop Century Resort
14 students/2 chaperones

Disney providing transportation to/from Orlando airport
Disney transportation used to get to/from hotel/parks
Chaperone is renting a car for Walmart runs/emergencies

Attendees:

Brandon Furlow
Alexandrya Garcia
Kiana Hargreaves
Amanda Johnson
Danielle Jones
Dasia Mack
Marissa Mortensen
Kyle Nolan

Michele Pacheco
Matthew Pope
Andrew Roberts
Alyssa Torres
Katherine Ulrick
Julianne Updike



CONSENT AGENDA

XIV-7

**Chaperones: Larry White
Shirley White**

Cost for each student: \$700

Remaining costs raised through fundraising activities

RECOMMENDATION: Approve AP History Trip to Disney World in Orlando, FL

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: North Country Elementary

Date: January 9, 2012

Action Item X

To: Board of Trustees

Information Item

From: Kathleen Lord, Principal

Attached Pages:

Principal's Initials: KL

SUBJECT: APPROVAL OF 5th GRADE ALLIANCE REDWOOD TRIP

The 5th Grade classes at North Country are requesting permission to attend an Outdoor Environmental Living Program at Alliance Redwoods from April 17th – 20th, 2012.

Cost of the field trip is \$275.00 and will be paid for by parents and students earning money through fundraisers.

Contracted charter buses and private vehicles for some of the parents will provide transportation for the 2 teachers, 8 chaperones and approximately 50 students.

Activities will include combining classroom curriculum into directed field study by having active participation based in the outdoors. Meals, lodging and transportation are all included in the \$275.00.

RECOMMENDATION: APPROVE FIELD TRIP

CONSENT AGENDA

Center Unified School District

AGENDA REQUEST FOR

DEPT./SITE: Spinelli Elementary

ACTION ITEM X

TO: Board of Trustees

INFORMATION ITEM

DATE: January 9, 2012

ATTACHED PAGES 93

FROM: Kristin Schmieder

PRINCIPAL'S INITIALS

SUBJECT: Spinelli's Safe School and Emergency Preparedness Plan for the
2011-2012 school year

RECOMMENDATION: The Center Joint Unified School District Board of
Trustees approve Spinelli's Safe School and Emergency Preparedness Plan for
the 2011-2012 School Year.

CONSENT AGENDA

Spinelli Elementary
Home of the Tigers

Safe School
And
Emergency Preparedness Plan

Center Joint Unified School District
Antelope, CA

Revised 2011-2012 School Year

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.

Attaining these objectives 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 has been developed to be used in case of an 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.

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.

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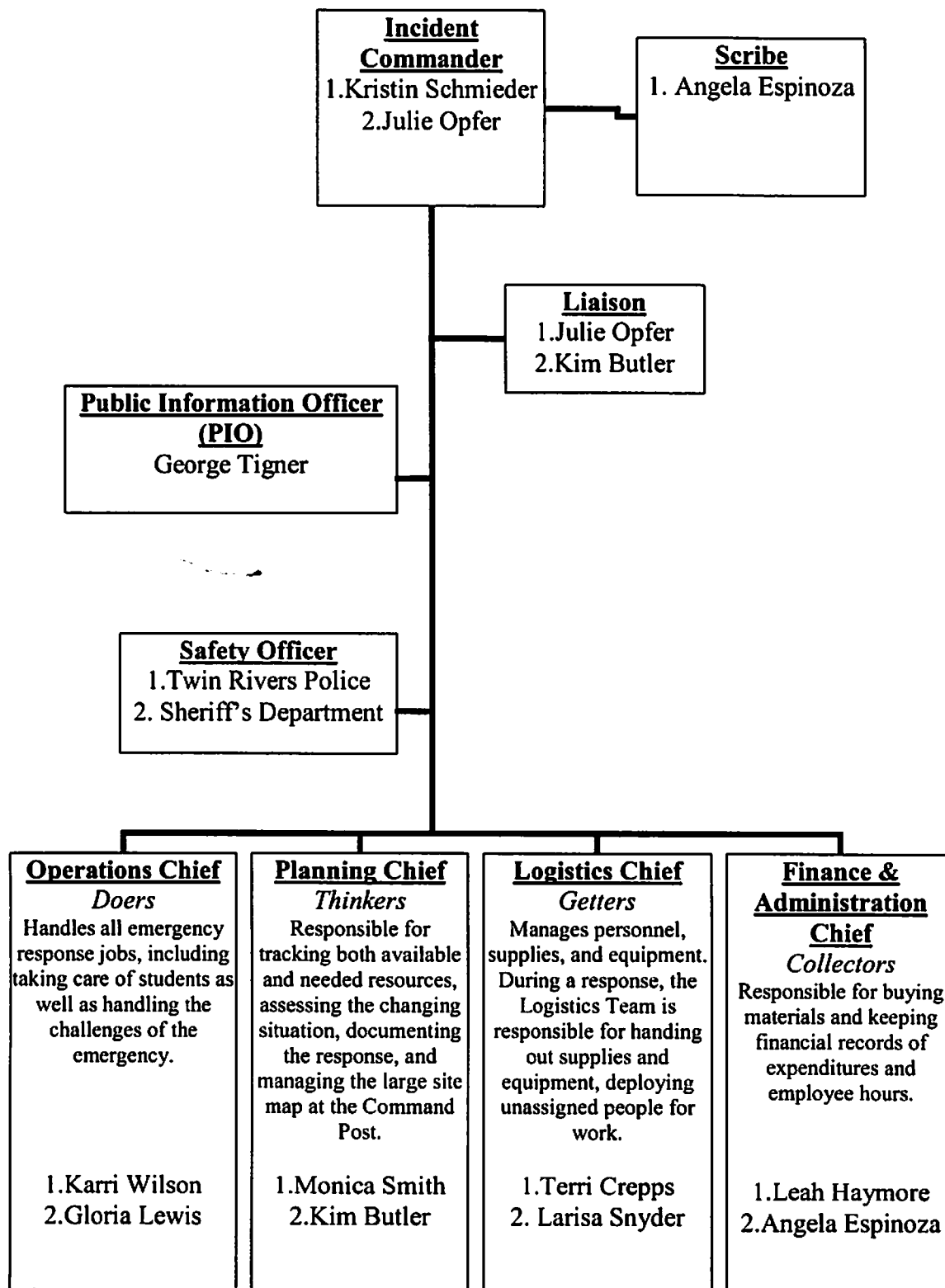
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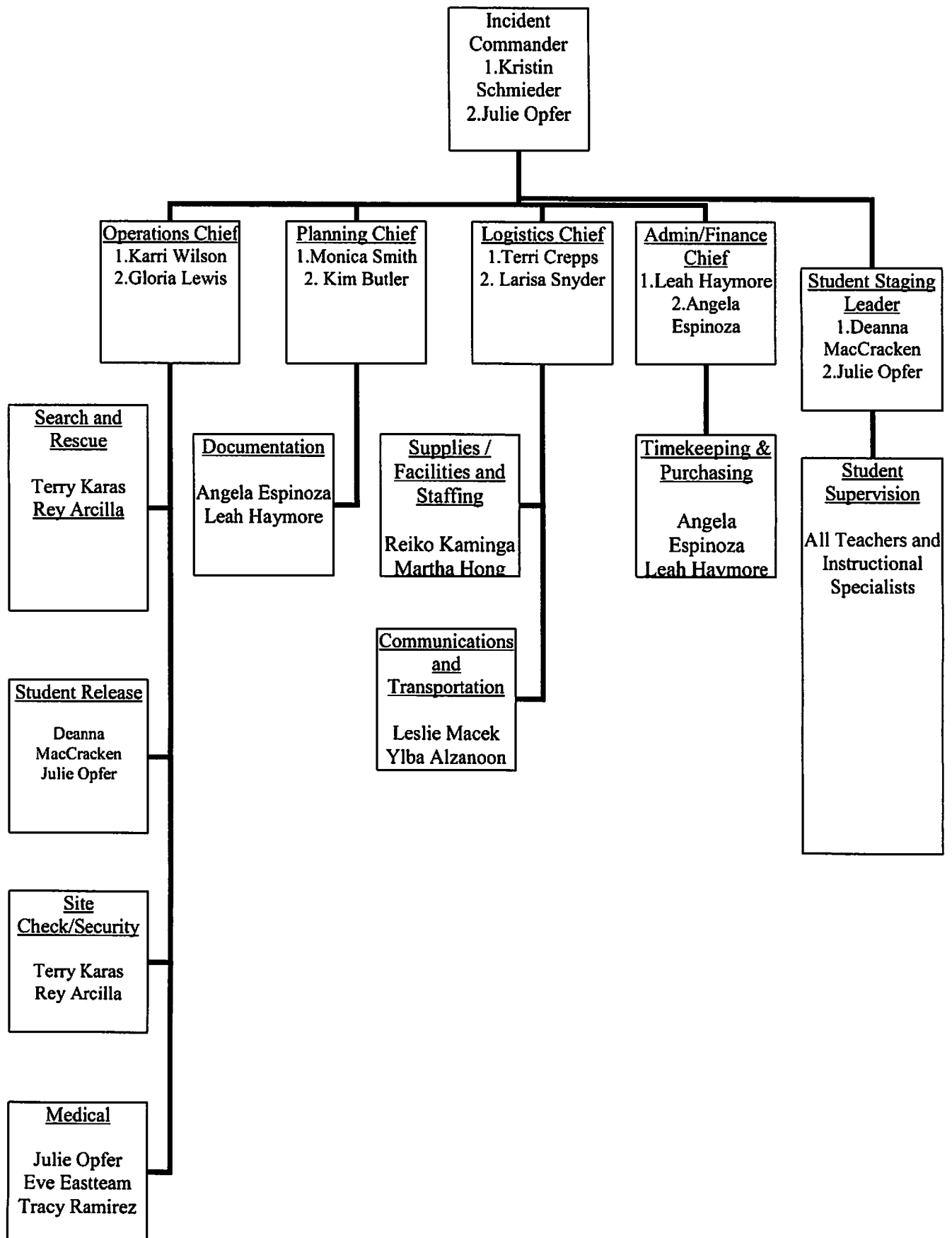
PART 1 CRISIS MANAGEMENT

SECTION 1 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. 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 commander (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. 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.

{Enter School Name} School Incident Command System





Incident Command Descriptions

Incident Commander: The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

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

Admin/Finance Chief

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

Logistics Chief: The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

Operations Chief: The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the “Doers”, performs the “hands on” response.

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

Planning Chief: The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

Communications: This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

Documentation: This person will collect, evaluate and document information about the development of the incidents and the status of resources.

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, such as local police and fire departments.

Medical Team: Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their

students. They will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

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

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

Off-Site Evacuation Coordinator: The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

Scribe: The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Search and Locate: This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need

for additional help. The Team Leader reports progress/needs to the Operations Chief.

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

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

Situation Analysis: The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

Staffing Assignment Coordinator: The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

Student Release a.k.a. Parent Reunion Coordinator: This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents

where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

Student Supervision Team: This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

Supplies/Facilities: This person will locate and provide facilities, equipment, supplies and materials as needed.

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases.

Transportation: The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

SECTION 2 STAGING AREAS

Indoor Command Post:

1. Main Office
2. Cafeteria

Outdoor Command Post:

1. Outside Principal's office on playground (inside gates)
2. Picnic table area behind cafeteria

Triage Area:

Indoor: Room 10

Outdoor: Grassy area next to room 10

Parent Reunification Area:

Cafeteria or classrooms

Bus Staging Area:

Out on the field

Media Staging Area:

Grassy area in front of school (outside gates)

Off-Site Evacuation Location:

[REDACTED]

Directions:

[REDACTED]

SECTION 3 LOCKDOWN PROCEDURES

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that requires limiting student movement in the area. When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the faculty in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment,

such as the cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

When a teacher with a class hears one of the lockdown announcements he or she should follow these directions:

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or

scanner. The sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

SECTION 4 EVACUATION PROCEDURES

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 the off site evacuation location, or to another location. Students are evacuated by walking or on school busses. If the school has been evacuated, the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board {insert location}. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

School Evacuation Instructions

Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, 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.

Teachers

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

- Necessary first aid should be performed.

Students

In homeroom class

- Leave all personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.

NOT in homeroom

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

Staff Not Assigned To Classrooms

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

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine WHEN it is safe to re-enter.
 - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.

Instruct teachers to:

- Release students to responsible adults using predetermined procedure.
- Students will exit school grounds to the blacktop/field either to board busses or to walk to North Country Elementary or Brock Park.

Exit Route

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 emergency information must be taken with them during the drill.

SECTION 5 STUDENT RELEASE PROCEDURES

Early Dismissal

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

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

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

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the only adults the students will be released to. Any other adult showing up may stay with the student, but he/she will not be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

Prior to the approved adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

STUDENT RELEASE FORM

Student's
Name_____

Date_____Time_____

Teacher_____

Room
#_____Grade_____

PERSON CHECKING OUT STUDENT:

Signature_____

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

Name_____

Address_____

Phone # _____

STUDENTS UNACCOUNTED FOR

Teacher's
Name_____Grade_____Room_____

Students unaccounted for:

SECTION 6 SCHOOL PARTNERSHIPS

Off Site Partnership

[REDACTED] will be our off site partners in the event of a school evacuation.

[REDACTED], or her designee will be the person to contact at (916) [REDACTED]. [REDACTED]
[REDACTED]

Directions: [REDACTED]
[REDACTED]

SECTION 7 RESOURCES

Staff Special Skills

Staff Emergency Information

Staff Member	Phone Number	Health Concerns	Special Skills
Kindergarten			
Gloria Lewis			
K/1st Grade			
Jimmy Boyce			
1st Grade			
Jolan Wall			
2nd Grade			
Margie O'Connor			
2/3rd Grade			
Jill Warriner			
3/4th Grade			
Denae Chamberlain			
4th Grade			
Leslie Macek			
5th Grade			
Carin Jensen			
5/6th Grade			
Kim Leclair			
6th Grade			
Jean Luigi			
SDC Autism Pre-K			
Terri Crepps			
SDC ILS K-2			
Larisa Snyder			
SDC Reverse Inclusion 1-2			
Kim Butler			

Staff Member	Phone Number	Health Concerns	Special Skills
SDL 1-3			
Cheryl Miller			
SDC Autism 1-6			
Monica Smith			
SDC 4-5			
Marie Allred			
SDL 4-6			
Karri Wilson			
SDC - SCOE			
Paulette Abegglen			
Ju Park			
Other Certificated			
Title 1			
Julie Opfer			
RSP			
Tracy Ramirez			
Speech/Language			
Rebecca Smith-Lehmann			
Eve Eastteam			
Barbie Drullner			
School Psychologist			
Sandy Mallory			
Tracie Daubenmire			
Family Resource Center			
Alyson Collier			
Anne Lyons			
Principal			
Kristin Schmieder			
Classified			
Ylba Alzanoon			
Teri Angeles			
Rey Arcilla			
Tim Belding-SCOE			
Michael Bennefeld			
Lois Bolton			
Senovia Brown			
Deanna Chaney			
Vivian Cid			

Jennie Clark	
Alyssa Domalakes	
Andrea Domalakes	
Lori Edwards	
Angela Espinoza	
Rick Espinoza	
Angela Frison-SCOE	
Susanne Gamboa	
Dee Hahner	
Neisha Harris	
Leah Haymore	
Nora Hernandez-SCOE	
Martha Hong	
Debbie Kaley	
Reiko Kaminaga	
Jai Karan	
Terry Karas	
Lyubov Katkanova	
Katrina Kitchens	
Tatyana Klyuchnik	
Laura Leonard	
Cecelia Linder	
Deanna MacCracken	
Bonnie McCarthy	
Vicki Miller-SCOE	
Niyana Mills	
Paul Miranda	
Amie Morisette	
Ginger Parker	
Lisa Pirtle	
Lauren Robinson	
Diana Shurtleff	
Michael Smirnov	
Teresa Snow	
Errin Warren	
Nicole Weathersby	

SECTION 8 COMMUNICATIONS

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

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

Principal
Secretary
Day Custodian
Night Custodian
Noon Duty Aide
Resource Teacher
Counselor
Operations Chiefs
Planning Chiefs
Logistics Chiefs
Incident Commanders

Telephone Communication

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

SECTION 9 CRISIS PHONE DIRECTORY

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 286-4875
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Maintenance, Operations, Transportation (MOT):
 - Craig Deason, Assistant Superintendent: (916) 338-7580
 - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
 - Kim Rogers, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445

SECTION 10 LETTERS HOME

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 North Country Elementary. 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.

SECTION 11 AFTERMATH

Counseling

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

SECTION 12 TRAINING AND UPDATING

Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation.

Everyone 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.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

Training

The staff has participated in the following trainings:

- Lockdown Training Red Code – October 25, 2011
- NIMS video – January 10, 20
- 30 Ways to Prevent School Arson – January 10, 2012
- Triage Training – January 17, 2012

PART 2 CRISIS READINESS

SECTION 1 ACTIVITY IN THE VICINITY

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

SECTION 2 BOMB THREAT

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

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:
 - i. 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.
 - ii. Ask the caller three questions, in this order:
 1. 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.)
 2. 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.)
 3. 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.)
 - iii. Note the time the call was received and immediately notify the principal or designee.
- c. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

II. Administration

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

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

- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.
- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

III. Teachers

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

IV. Custodians, Cooks, and other Classified Employees

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

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

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

Exact time of call: _____

Exact words of caller:

Questions to Ask

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

Caller's Voice (Circle):

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

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	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:_____

SECTION 3 BUS ACCIDENT

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

SECTION 4 CHEMICALS/BIOHAZARD/GAS ODOR

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.

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.

In order for the "in-place-shelter procedure" to be effective, the effected population must be advised to follow the guidelines listed below:

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students 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.

SECTION 5 DEATH/SUICIDE

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

Principal or designee shall:

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

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

SECTION 6 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. During 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, electrical 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 electrical 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 Instructions") 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.

SECTION 7 FIRE/EXPLOSION

Fire

1. In the event of a natural gas fire, sound alarm and then turn off main gas valves. If the fire is small, use the fire extinguisher AFTER the gas is turned off.
2. In the event of an electrical fire, sound alarm and then turn off electricity. Do not use water or water-acid extinguishers on electrical supported fires. Only small fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes.

Lunchrooms and Kitchens

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

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

Fire Drill Procedures

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

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.

3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

Silent Fire Drill / Neighborhood Disaster Plan

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

Fire Extinguishers

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

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

Fire Extinguisher Inspections

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

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

SECTION 8 FLOOD

When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team 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 Re-entry of Building)

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.

SECTION 9 GAS ODOR

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

SECTION 10 HOSTAGE SITUATION

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 the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

Terrorist or Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. The school office personnel shall attempt to follow all commands of the terrorists.

Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

SECTION 11 HOSTILE VISITOR

Domestic or Civil Disturbance

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

To reduce the potential for problems, these steps are standard procedure:

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

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

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.

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 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. 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 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 under the heading, "Kidnapping/Attempted Kidnapping."

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.

SECTION 12 KIDNAPPING/ATTEMPTED KIDNAPPING

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

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

SECTION 13 MEDICAL EMERGENCY

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

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

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
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 is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

Artificial Respiration

1. Steps for mouth to mouth artificial respiration:

- Clear airway
 - Tilt head back (unless possible neck injury - use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
 3. If facial injuries make it impossible to use mouth to mouth method then use the manual method.
 - Use mouth to nose if airtight seal is impossible over victim's mouth.
 - Small child - cover both mouth and nose.
 4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
 5. Carbon Monoxide Poisoning or Asphyxiation (due to lack 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 the 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 or broken skin at wound)
 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 on 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 into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ 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/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 center. 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, 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 his 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 into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into 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 of 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 extremities
- Difference in size of pupils of the eyes

2. First Aid for 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. 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, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe 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 when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult www.pandemicflu.gov for new and updated information.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.

2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes 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 into 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.

SECTION 14 MISSING STUDENT

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
 - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - Obtain photo, if available.
 - Home address, phone number, parents' contact numbers
 - Class schedule, special activities
 - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.

4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Joint Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

SECTION 15 PUBLIC DEMONSTRATION

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Joint Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

SECTION 16 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.

SECTION 17 SHOOTING/STABBING

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Joint Unified District Office.
- Provide full information about what has occurred and what is known at this time.
 - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
 - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

PART 3 SITE ACTION PLAN

SECTION 1 DISTRICT AND SITE MISSION STATEMENTS

Center Joint Unified School District Mission Statement

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

School Mission Statement

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

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

SECTION 2 DESCRIPTION OF PHYSICAL ENVIRONMENT 2.1

Spinelli Elementary is located in Antelope at the north end of Sacramento County. The school is surrounded by a neighborhood setting of single family dwellings. The school is the center of the community, with no parks or playgrounds in the vicinity. It is the neighborhood playground for children in the area. As a result, the campus does experience vandalism during the evening hours and weekends.

The school site encompasses approximately eight acres with five permanent structures, and four banks of portable units. We have upper and lower blacktops with basketball courts, four square, hopscotch, a ball wall, and volleyball courts. The blacktop areas are not visible from the street. The office building and multi-purpose room face the parking lot. The school and field are surrounded by chain-link fences, with locking gates at all entrances. Beyond the back field, there is a small creek bed and nature wildlife area.

Although the gates remain unlocked during the school day, staff members and the administration provide campus supervision. All visitors must check in at the office and obtain a visitors pass to enter the campus. Adult education students wear ID badges while on the campus.

Spinelli's physical facility is well maintained and generally neat and clean. We had a major renovation to our oldest existing structures during the summer of 2008. New paint done the outside and inside of four of our permanent structures. All the buildings have been rewired and upgraded to current standards for fire safety. New phone, bell, intercom and clock systems were installed in 2009. The grounds are maintained by the District grounds department.

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 is in effect to deter vandalism and assist in the apprehension of criminals. All school equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Twin Rivers Police Department patrols our school during non-business hours, and investigates all acts of vandalism.

SECTION 3 PHYSICAL ENVIRONMENT GOALS

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey

Objective #1:

Student/Staff Safety as it relates to Emergency Preparedness

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support everyone's preparedness in the event of an emergency at Spinelli.

- Yearly disaster trainings to include SEMS/NIMS/START, of all staff members in the event of an actual emergency
- Yearly disaster drills to include natural disasters, possible intruders, and accidental occurrences causing severe damage to the school site
- Monthly fire safety/evacuation drills
- Duck and cover safety drills
- Assailant on campus drills practiced at least three times a year
- Spinelli's Safe School Plan is provided to each staff member
- Classrooms supplied with safety backpacks filled with supplies in the event of an emergency or lockdown
- Staff members are provided green safety vests to wear when outside the classroom, making "safe adults" easy to identify
- Every classroom has been equipped with two-way radios, and they are carried by teachers when outside of the classroom
- Students are instructed not to touch dangerous objects, but to report them to an adult ASAP
- Signs are posted at the school entrances stating visitors must check in at the office to obtain a visitor's pass to enter the campus
- All volunteers are screened using the Megan's Law database
- Twin Rivers Police Officers are available 24/7 to address the school's needs
- WE TIP posters are displayed around the campus for neighbors to anonymously report suspicious activity

Objective #2:

Student/Staff Safety as it relates to Daily School Routines

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the daily routines of everyone at Spinelli.

- Teachers teach and practice procedures for every event happening inside and outside the classroom so students clearly understand expectations
- School assemblies are held by the administration to review and discuss school procedures and policies, thus providing students the opportunity to demonstrate appropriate behaviors in the school environment
- Anti-bullying assemblies are provided for the students during the school year to facilitate their success in developing acceptable, healthy behaviors
- A “healthy play” curriculum has been implemented designed to promote pro-social, team player behaviors, and reduce/prevent bullying behaviors
- Students receive weekly instruction in the Second Step Program to learn pro-social behaviors and develop coping skills to deal with anger
- PeaceKeepers are on the playground at all recesses to help students resolve conflicts
- Sexual harassment training is available to students in grades 4-6
- The staff and administration make every effort to recognize positive student behaviors such as, student’s demonstrating academic success, making good social choices, being positive role models, and tutoring younger students
- Staff trainings throughout the year for safety in all aspects of the daily routines of school

Objective #3:

Student and Staff safety as it relates to Student Health and Well Being

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the health and well-being of everyone at Spinelli.

- Staff and students participate in our Walking Club, promoting healthy choices
- Students are reminded to bring healthy snacks/lunches to school
- Students and staff are offered healthy breakfasts and lunches by the District’s Food Services Department
- Students are encouraged to participate in group games at recesses
- Students and staff are encouraged to wash their hands frequently to avoid spreading germs and prevent illness
- A school nurse is available to address student/staff concerns that affect the school environment
- The District’s Family Resource Center, located at Spinelli, is open to all families needing assistance for housing, food, clothing, and medical care

SECTION 4 DESCRIPTION OF SOCIAL ENVIRONMENT

Spinelli Elementary has a staff of about sixty employees. This includes teachers, support staff for special education and Title 1 services, speech and language therapists, school psychologists, an occupational therapist, instructional specialists, a library technician, a computer technician, a bilingual technician, office staff, custodians, food service employees, and administration. They work together to provide an optimal educational program designed for student success.

Our student population encompasses children from pre-school age through sixth grade. Each student is seen as an individual with his/her own specific learning style, and every effort is made to meet their learning needs in the classroom setting.

Everything we do at Spinelli is done for the betterment of children. We believe all children can and will learn, and our goal is to develop lifelong learners who become productive members of our global society.

SECTION 5 SOCIAL ENVIRONMENT GOALS

An action plan to maintain the school's organizational structure

The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey

Objective #1:

Successful operation of the school through "team effort"

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the "team effort" of everyone at Spinelli.

- Teachers are given collaboration time to share best practices, and offer each other opportunities to improve the craft of teaching
- Support staff meet with teachers every six weeks to discuss the progress of their students and develop new plans for student success
- FAST (Family and School Team) meetings are held with teachers and parents, for students who are not meeting grade level standards, and plans are created to give the student extra support
- Student Study Team meetings are held with teachers, parents, support staff and administration, for students who continue to experience difficulty after a FAST Plan has been implemented
- Instructional Specialists are given training opportunities throughout the school year, on best practices for student success

- All staff members receive training on how to teach pro-social behaviors to students on the playground and in various social settings
- Staff members receive positive articles via email, on improving communication skills and nurturing everyone to be their “best self”
- Special education students are mainstreamed whenever possible into the regular education classroom to support their academic and social needs

Objective #2:

Staff Development Opportunities for creating a pro-social school environment

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support a pro-social environment at Spinelli.

- All staff members receive training on pro-social behaviors through our EMHI (Early Mental Health Initiative) or *Healthy Play Grant* where students learn “how to play” games while demonstrating socially acceptable behaviors and eliminating bullying behaviors
- All staff members receive training on our *Second Step Social Skills Program* designed to teach students appropriate behaviors in social settings, “how to” deal with anger, and reduce bullying behaviors
- Our support staff including Title 1, our bilingual technician, library technician and computer technician work collaboratively with staff members to ensure the students receive all the support needed for success
- All staff members are encouraged to join a Sunshine Group where staff members are recognized and supported in their time of need
- All staff members are encouraged to participate in our monthly luncheons put on in our staff lounge to promote camaraderie

SECTION 6 DESCRIPTION OF SCHOOL CLIMATE

Spinelli Elementary has always had the reputation of being a caring, nurturing school. We believe in order to educate a child we need to meet their physical, social and emotional needs. To that end, we make every effort to provide the support each child needs for success.

Spinelli offers a breakfast program so our students can begin the day without feeling hungry. We also have a hot lunch program offering a variety of foods from which to choose. Located on our campus, is a clothes closet where families can get needed clothing. We maintain a collaborative relationship with the *Antelope Mom's Club* who graciously supply our students with socks and underwear, as well as school supplies. Spinelli has housed *Terkensha*, a County Mental Health Program, on our campus since the year 2000. Eligible families and students receive counseling services as needed. The District's *Family Resource Center* is located on the Spinelli campus. Families can visit their office to gain access to health, housing, food and clothing needs. Being a Title 1 school, we offer support services to all students who are not meeting the grade level standards. Spinelli has a plethora of support services you won't find at other school sites, all provided to support our students and their families.

Once you enter the gates of Spinelli, you begin to feel the nurturing, caring environment we offer our students. We believe all students can and will succeed when given the proper support. Policies and procedures have been established, and are taught and practiced with the students so they can be successful. The student discipline policy is clearly stated in our Parent Handbook which is sent home on the first day of school. Teachers post the school rules in their classrooms. Students, who choose not to follow the expectations, receive consequences for their choices. Students, who do follow the expectations and demonstrate their best effort, are rewarded with positive actions, words of praise, gift incentives, and recognition at our Tiger Days.

At Spinelli we believe open communication with our families will bring the best results for our students. Teachers and the administration have open door policies, and will work collaboratively for the success of our students. We hold FAST meetings, Parent/Teacher conferences, meet with parents upon request, and have SST meetings when students are consistently not meeting the grade level expectations even after individual interventions have been in place. We are committed to student success!

SECTION 7 SCHOOL CLIMATE GOALS

The School Climate

An action plan for people and programs reflecting the school's social environment

Objective #1:

Create a nurturing school environment

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to create a nurturing environment at Spinelli.

- We offer a breakfast and lunch program to meet physical needs
- We have a clothes closet on site for students needing clothing
- We have a food pantry located at Riles for families needing food
- We offer a Walking Club at lunch recesses for student health
- We offer an intervention program before school to get students performing at grade level
- We offer a push-in/pull-out academic program to support students throughout the school day
- We teach "Healthy Play" games during recess and PE instruction to develop pro-social behaviors, and eliminate bullying
- We have a PeaceKeeper program to develop leadership skills in our students and help students resolve conflicts using their words
- Students help in other classrooms during their recesses
- Students help in the cafeteria at lunchtime
- We have recess buddies for students who have difficulty making good behavior choices at recess

Objective #2:

Provide clear, consistent, realistic school rules and expectations

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure expectations are clear, consistent and realistic at Spinelli.

- Parent Handbooks are sent home on the first day of school stating all rules, expectations and consequences for students attending Spinelli
- Teachers teach and practice appropriate behaviors and expectations during the first two weeks of school
- Back to School Night packets contain teacher's discipline policy and expectations for a successful school year
- A rules assembly is held by the administration with grades 1-6 to review and discuss expectations for success
- Rules are enforced at all recesses by supervising staff
- Teachers teach the Second Step Program weekly, and hold class meetings to address and resolve student concerns

Objective #3:

Open communication among staff, students and parents

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure open communication exists among staff, students and parents at Spinelli.

- Teachers provide Back to School Night packets to parents with a copy of their discipline policy and expectations for a successful school year
- Spinelli maintains a website with all pertinent information for parents
- Email addresses are provided for quick and easy communication with staff members
- FAST meetings and SST meetings are held with parents when necessary
- Parent/Teacher conferences are held at least twice a year, or at parent request
- Staff members return phone calls within 24 hours
- Some written communication is provided in Spanish and/or Russian/Ukraine
- Translators are provided upon request
- *Homelink* is provided to parents to check attendance and grades
- Automated phone system to call families with pertinent information
- Positive phone calls home by teachers
- Teachers hold class meetings to address student concerns/issues
- School Site Council meetings are held six times a year
- English Language Advisory Committee meetings are held twice a year, or more often upon request
- Absent students are called daily

SECTION 8 SIGNATURE SHEET

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

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

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

Member	Title	Signature
<u>Kristin Schmieder</u>	Principal	_____
<u>Leslie Macek</u>	Teacher	_____
<u>Monica Smith</u>	Teacher	_____
<u>Alyson collier</u>	Counselor	_____
<u>Leah Haymore</u>	Library Technician	_____
<u>Kathleen Beck</u>	SSC Parent	_____

Appendix A

(Insert Child Abuse Reporting Law Here)

Appendix B

(Insert Child Abuse Reporting Form Here)

Appendix C

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.)

Appendix D

Hate Motivated Behavior

As California's population becomes more diverse, it is important that school districts provide 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, 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 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)

Appendix E

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.

Appendix F

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.

EDUCATION CODE 48915 - Mandatory expulsion recommendation (unless inappropriate) and discretionary expulsion:

- ☐ (a-1) Causing serious physical injury to another person, except in self-defense.
- ☐ (a-2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- ☐ (a-3) Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

☐ (a-4) Robbery or extortion.

☐ (a-5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

FACTS LEADING TO DECISION TO SUSPEND _____

TO THE PARENTS/GUARDIAN: This suspension has been issued in compliance with the Education Code of the State of California, Sections 48900, 48910 and 48911. The reason for this suspension has been explained to the pupil, and he/she has had an opportunity to explain his/her version of the incident. Pursuant to Section 48911, the parent or guardian is required to respond without delay to a school official's request for a conference regarding this suspension, please telephone 338-6470. The student's parent or guardian has a right to have access to the pupil records as provided by Section 49069.

PLEASE NOTE: DURING THIS PERIOD OF SUSPENSION FROM SCHOOL, THE PUPIL MUST NOT BE ON OR NEAR ANY SCHOOL CAMPUS, OR MAY BE SUBJECT TO ARREST.

For offenses 48900 A-E and 48915 refer to Action Subject to Expulsion Form.

Teacher's Signature

Date

and/or

Administrator's Signature

Date

Copies: Original - Parent, Pink - Superintendent, Goldenrod - School
tg:8.98

Appendix G
CYRIL SPINELLI ELEMENTARY SCHOOL
Staff List For 2011-2012 *(updated 1/6/2012)*
Kristin Schmieder, Principal

Regular Ed. Teachers		Special Ed. Teachers	Support Staff
		Cheryl Miller, 1-3 SDL	Rosina Kirkland, District ELL Teacher
Gloria Lewis	K	Karri Wilson, 4-6 SDL	Eve Eastteam, Speech
		Tracey Ramirez, Resource Specialist	Rebecca Smith-Lehmann, Speech
Jimmy Boyce	K/1	Monica Smith, Autistic 1-6 Teacher	Sandi Mallory, School Psychologist
		Kim Butler, 1-2 Reverse Inclusion Teacher	Tracie Daubenmire, School Psy.
Alan Wall	1	Terri Crepps, Autistic Pre-K Teacher	Barbette Druliner, Speech
Margie O'Connor	2	Larisa Snyder, Independent Living Skills K-2	Julie Opfer, Title 1 Coordinator
		Marie Allred, SDC 4-5	Alyson Collier, Family Resource Center
Bill Warriner	2/3		Vivian Cid, Student Outreach Advisor
Danae Chamberlain	3/4	County Special Ed. Staff	Diana Shurtleff, Family Resource Center
		Paulette Abegglen, ED Teacher, rm 34	Katkanova, Lyubov, PIP
Leslie Macek		Angela Frison, Paraeducator	Anne Lyons, Mental Health Program
		Vickie Miller, Paraeducator	
Carin Jensen	5	Ju Park, ED Teacher, rm 36	Instructional Specialists
Kim Le Claire	5/6	Jai Karan, Paraeducator	Debra Kaley, 1-3, SDL
		Nora Hernandez, Paraeducator	Ginger Parker, 4-6, SDL
Sean Luigi	6	Tim Belding, Behavior Management Technician, rm 35	Cecelia Linder, 4-5 SDC

		Tatyana Klyuchnik, Autism Pre-K
<i>Title I Instructional Specialists</i>		Deanna MacCracken, Autism Pre-K
Deanna Chaney		Amie Morisette, Autism Pre-K
Ylba Alzanon	Classified Staff	Nicole Weathersby, Autism Pre-K
		Teri Angeles, Autism 1-6
Voon Duties	Angela Espinoza, Secretary	Rick Espinoza, Autism 1-6
Sarah Prince	Bonnie McCarthy, Office Assistant	Dee Hahner, Autism 1-6
Celina Davila		Niesha Harris, Autism 1-6
Jachelle Kleinschmidt	Terry Karas, Lead Custodian	Paul Miranda, Autism 1-6
Elizabeth Rivera	Reynaldo Arcilla, Custodian	Lisa Pirtle, Autism 1-6
Miguel Rivera		Teresa Snow, Autism 1-6
	Michael Bennefeld, Technology Technician	Lauren Robinson, Autism 1-6
Cafeteria		Susanne Gamboa, Reverse Inclusion 1-2
Keiko Kaminaga, Kitchen Mgr.	Leah Haymore, Library Technician	Katrina Kitchens, Reverse Inclusion
Martha Cao, cafeteria worker	Jennie Clark, Spanish ELL Tech	Michael Smirnov, Reverse Inclusion 1-2
Benovia Brown, breakfast cashier		Laura Leonard, Reverse Inclusion 1-2
Lois Bolton, lunch cashier		Errin Warren, ILS K-2
		Alyssa Domalakes, ILS K-2
		Lori Edwards, ILS K-2
		Niyana Mills, ILS K-2
		Andrea Domalakes, RSP

Appendix H

Staff List and School Extension/Phone Numbers

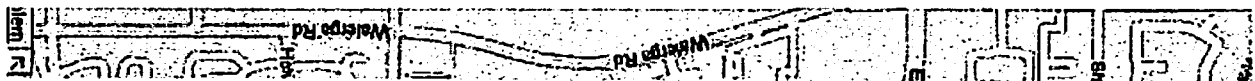
Name	Extension
Kristin Schmieder	1103
Teachers	Extension
Allred, Marie	1214
Boyce, Jimmy	1227
Butler, Kim	1217
Chamberlain, Denae	1223
Crepps, Terri	1212
Jensen, Carin	1229
Leclaire, Kim	1225
Luigi, Jean	1226
Macek, Leslie	1224
Miller, Cheryl	1219
O'Connor, Margie	1221
Smith, Monica	1205
Snyder, Larisa	1207
Wall, Jolan	1220
Warriner, Jill	1222
Wilson, Karri	1228
Speech	
Druliner, Barbie	1211
Eastteam, Eve	1238
Smith-Lehmann, Rebecca	1113
Special Ed Support Staff	
Daubenmire, Tracie	1114
Mallory, Sandy	1114
Ramirez	1237
Office	
Espinoza, Angela	1102
Open	1101
Custodians	
Arcilla, Rey	
Karas, Terry	
Kitchen Staff	
Bolton, Lois	1108
Brown, Ann	1108
Hong, Martha	1108
Kaminaga, Reiko	1108
Classified Staff	
Alzanoon, Ylba	1232
Angeles, Teri	1205

Classified	
Bennefeld, Michael	1231
Chaney, Deanna	1232
Clark, Jennie	1203
Domalakes, Alyssa	1207
Domalakes, Andrea	1237
Edwards, Lori	1207
Espinoza, Rick	1205
Gamboa, Susanne	1217
Hahner, Dee	1205
Harris, Neisha	1205
Haymore, Leah	1201
Kaley, Debbie	1219
Kitchens, Katrina	1217
Klyuchnik, Tatyana	1212
Leonard, Laura	1217
Linder, Cecelia	1214
MacCracken, Deanna	1212
Mills, Niyana	1207
Miranda, Paul	1205
Morisette, Amie	1212
Parker, Ginger	1228
Pirtle, Lisa	1205
Robinson, Lauren	1205
Smirnov, Michael	1217
Snow, Teresa	1205
Warren, Errin	1207
Weathersby, Nicole	1212
Family Resource Center	
Cid, Vivian	1111
Collier, Alyson	1116
Lyons, Anne	
Shurtleff, Diana	1109
SCOE	
Abegglen, Paulette	1234
Frison, Angela	1234
Miller, Vicki	1234
Belding, Tim	1235
Park, Ju	1236
Hernandez, Nora	1236
Karan, Jai	1236

Appendices I & J

EVACUATION / EMERGENCY SHUT OFF MAP

Appendix K
SPINELLI OFF SITE EVACUATION MAP



Appendix L

EOC Message Form

Date:
Time:

ROUTINE

Priority (Circle One)

EMERGENCY

URGENT

(Life Threatened)

(Property Threatened)

(All Others)

To:	From:
Name:	Name:
Title:	Title:
Location:	Location:

Check One:

☐ Take Action

☐ For Information

☐ Other

Category

Number

Description

A.

Fatalities

B.

_____ Minor

Injuries

Minor: In need of First Aid attention only

_____ 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:

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: January 18, 2012

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages 2

Assist. Supt. Initials: CD

SUBJECT: Amendment #5 - CPM Contract for Program
Management Services for Bond Fund Projects

Amendment #5 changes the total contract amount from \$677,600.00 to \$722,600.00, an increase of \$45,000.00. Additional program management services will be required due to necessary bidding and budget tracking of the upcoming painting and seal coating bond projects.

Recommendation: That the Board of Trustees approves Amendment #5 for CPM Contract for Bond Fund Projects.

CONSENT AGENDA

Contract Amendment #5

January 18, 2012

Project Management Services Agreement for Bond Fund Projects, between Center Unified School District and Capital Program Management Inc., "Program Manager or PM" (hereinafter collectively referred to as "Parties").

WHEREAS, the Parties entered into an Agreement ("Agreement") dated June 20, 2007 for Project Management Services in connection with the renovation and new school construction programs in the District; and

WHEREAS, the Parties wish to amend the Agreement.

NOW, THEREFORE, the Parties hereby agree as follows:

This Amendment changes the total contract amount from \$677,600.00 to \$722,600.00, an increase of \$45,000.00.

Amend Article 7, Compensation and Payment, Paragraph A.1, to read:

A. Compensation for Basic Services: The Owner shall compensate the PM for performing the Basic Services described in Article 3, within timeframes established in Article 4 as follows:

1. A fee currently estimated to be **seven hundred twenty-two thousand six hundred dollars (\$722,600.00)** through December 31, 2012 to be paid as provided in subpart 7B, below. This total is only an estimate and shall not limit the total to be paid, provided PM has complied with the requirements of this Agreement with respect to services that may cause this amount to be exceeded. To the extent this amount may be exceeded, the additional amount will be paid for as provided elsewhere in this Agreement.

NOW, THEREFORE, the Parties agree that all other terms, conditions, exhibits, and obligations of the Agreement remain in effect throughout the term of the Agreement except for those provisions of the Agreement that are directly contradicted by this Amendment, in which event the terms of the Amendment shall control.

The covenants and conditions contained in this Amendment shall apply to and bind the Parties and the heirs, legal representatives, successors and permitted assigns of the Parties.

This Amendment is executed as of the day and year first written above.

CENTER UNIFIED SCHOOL DISTRICT:

By: _____

Its: _____

Date: _____

CAPITAL PROGRAM MANAGEMENT INC.:

By:  _____

Mr. Wallace E. Browe

Its: President

Date: 1-5-12

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: January 18, 2012

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages 1

Assist. Supt. Initials: CD

SUBJECT:

Bond Oversight Committee Membership

The Bond Oversight Committee requests that the Board approves the membership presented in the attached document.

RECOMMENDATION: That the Board of Trustees approves the membership of the Bond Oversight Committee.

CONSENT AGENDA

Center Joint Unified School District Bond Oversight Committee 2012

Name	Position	Phone	Email Address	Active in a business organization representing the business community	Active in a senior citizens' organization	Active member of a bona fide taxpayer organization	Parent or guardian of a Center Unified School District ("District") student	Parent or guardian active in the Center Unified PTA/PTSA or school site council	At-large community Member	Member date and term	Re-elect date and term
Howard Ballin	CommitteeTech Support	(916) 207-3435 hm (916) 227-6381 wk	howard.ballin@doj.ca.gov			X			X	1/09 3 yr	1/12 2 yr
Christine Rebello	Committee Member	(916) 725-3531 hm (916) 447-4438 wk	christine@custombinders.net				X	X	X	1/09 3 yr	1/12 2 yr
Cecilia Casagrande	Committee Secretary	(916) 728-2075	cmom@surewest.net				X		X	1/09 3 yr	1/12 2 yr
Chris Casagrande	Committee Member	(916) 798-2063	chris.casagrande@dgs.ca.gov				X		X	1/09 2 yr	1/11 2 yr
Kathleen Beck	Committee Vice-Chair	(916) 721-6597 hm (916) 722-0395 wk	k.beck@surewest.net				X	X	X	1/09 3 yr	1/12 2 yr
Sundi Lyons	Committee Chair	(916) 749-3070 hm (916) 910-4252 wk	sundilyons@yahoo.com	X			X	X	X	1/09 2 yr	1/11 2 yr
Dolores Serna	Committee Member	(916) 331-8408 hm	dol934@aol.com		X				X	1/09 2 yr	1/11 2 yr
Gary Underhill	Committee Member	(916) 648-9799	gary@iwainc.net						X	1/12 2 yr	
District Support:											
Craig Deason		(916) 338-7580	cdeason@centerusd.org								

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: January 18, 2012

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages 6

Assist. Supt. Initials: CD

SUBJECT:

Bond Oversight Committee Bylaws

The Bond Oversight Committee requests that the Board approves the revised bylaws of the Committee and the Committee's Ethics Policy Statement. The bylaws cover purpose, duties, authorized activities, membership, and meetings. Guidelines for ethics of the committee members are outlined in the Ethics Policy Statement.

RECOMMENDATION: That the Board of Trustees approves the Bond Oversight Committee Bylaws.

CONSENT AGENDA



BOND OVERSIGHT COMMITTEE BYLAWS

Section 1.0 COMMITTEE ESTABLISHED

The Board of Trustees of the Center Joint Unified School District (the "Board") hereby establishes the Bond Oversight Committee (the "Committee") which shall have the purposes and duties set forth in these Bylaws. Pursuant to Section 15278 of the Education Code, the District is obligated to establish the committee in order to satisfy the accountability requirements of Prop 39.

Section 2.0 PURPOSE

The purpose of the Committee as set forth in Prop. 39 is to inform the public at least annually by issuing a written report concerning the expenditure of bond proceeds from Measure N approved by the voters November 4, 2008 (the "bond proceeds").

Section 3.0 DUTIES

To carry out its stated purpose, the Committee shall perform the following duties:

3.1 Review Expenditures. The Committee shall review expenditure reports produced by the District to ensure that (a) bond proceeds are expended only for the purposes set forth in the ballot measure; (b) no bond proceeds are used for any teacher or administrative salaries or other operating expenses.

3.2 Annual Report. The Committee shall present to the Board, in public session, an annual written report which shall include the following:

- (a) A statement indicating whether the District is in compliance with the requirements of Article XIII A, Section 1(b)(3) of the California Constitution; and
- (b) A summary of the Committee's proceedings and activities for the preceding year.

Section 4.0 AUTHORIZED ACTIVITIES

4.1 In order to perform the duties set forth in Section 3.0, the Committee may engage in the following authorized activities:

- (a) Receive and review copies of the District's annual independent performance audit and annual independent financial audit, required by Article XIII A of the California Constitution.
- (b) Inspect school site facilities and grounds for which bond proceeds have been or will be expended, in accordance with any access procedure established by the Superintendent.



CENTER UNIFIED SCHOOL DISTRICT

8408 Watt Ave, Antelope, CA, 95613 - Phone 916-338-6400 - Fax 916-338-6411

- (c) Review copies of deferred maintenance proposal or plans developed by the District.
- (d) Review the District's efforts to maximize bond proceeds.

4.2 Make requests for copies or inspection of District records in writing to the Superintendent.

Section 5.0 MEMBERSHIP

5.1 Number.

- (a) The committee shall consist of a minimum of 7 members approved by the Board from a list of candidates recommended by an independent body and based on criteria established by law.
- (b) Additional members may have the opportunity to join the committee.

5.2 Qualification Standards.

- (a) To be a qualified person, he or she must be at least 18 years of age and reside within the district's geographic boundary, in accordance with Government Code section 1020.
- (b) The committee may not include any employee, official of the school district or any vendor, contractor or consultant of the school district [EC 15282].

5.3 Ethics; Conflicts of Interest.

By accepting appointment to the Committee, each member agrees to comply with Articles 4 (commencing with Section 1090) and 4.7 (commencing with Section 1125) of Division 4 of Title 1 of the Government Code and the Political Reform Act (Gov. Code §§ 81000 et seq.), and to complete the Form 700 as required by all "designated employees" of the District. Additionally, each member shall comply with the Committee Ethics Policy attached as Attachment A to these Bylaws.

5.4 Term.

Except as otherwise provided herein, each member shall serve a term of two (2) years beginning January 8, 2009. No member may serve more than two (2) consecutive terms. At the Committee's first meeting, members will draw lots to select a minimum majority for an initial three (3) year term and the remaining members for an initial two (2) year term.

5.5 Vacancy.

When a member resigns or otherwise vacates his or her seat, the seat will be declared vacant. The Board, in accordance with the approval process shall fill any vacancies on the committee.



CENTER UNIFIED SCHOOL DISTRICT

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5.6 Removal.

The Board may remove any Committee member for cause and or for failure to comply with the Committee Ethics Policy. Upon a member's removal, his or her seat shall be declared vacant. The Board, in accordance with the approval process shall fill any vacancies on the Committee.

5.7 Compensation.

The Committee members are volunteers and shall not be compensated for their services.

Section 6.0 MEETINGS OF THE COMMITTEE

6.1 Regular Meetings.

The Committee shall establish a schedule for the date and time of regular meetings to be held at least semi-annually.

6.2 Location.

All meetings shall be held in the District's Office, located at 8408 Watt Avenue, Antelope, California 95843.

6.3 Procedures.

All meetings shall be open to the public in accordance with the Ralph M. Brown Act, Government Code Section 54950 et seq. Meetings shall be conducted according to such procedural rules as the Committee may adopt. A majority of the number of Committee members shall constitute a quorum for the transaction of any business except adjournment of a meeting.

Section 7.0 DISTRICT SUPPORT

7.1 The District shall provide to the Committee necessary technical and administrative assistance as follows:

- (a) preparation of and posting of public notices as required by the Brown Act, ensuring that all notices to the public are provided in the same manner as notices regarding meetings of the District Board;
- (b) provision of a meeting room, including any necessary audio/visual equipment;
- (c) preparation and copies of any documentary meeting materials, such as agendas and reports; and
- (d) retention of all Committee records, and providing public access to such records on an Internet website maintained by the District Board.



CENTER UNIFIED SCHOOL DISTRICT

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7.2 District staff shall attend all Committee proceedings in order to report on the status of projects and the expenditures of bond proceeds.

7.3 Legal counsel to advise the Committee on legal matters relating to the operation and/or subject matter of the Committee, with Board approval.

Section 8.0 OFFICERS

The Committee shall elect a chair and a vice-chair who shall act as chair only when the chair is absent, and a secretary. The positions shall continue for two (2) year terms. No member shall serve as Chair for more than two consecutive terms.

Section 9.0 AMENDMENTS OF BYLAWS

Any amendment to these Bylaws shall be approved by a two-thirds vote of the entire Board.

Section 10.0 TERMINATION

The Committee shall automatically terminate and disband at the earlier of the date when (a) all bond proceeds are spent, or (b) all projects funded by bond proceeds are completed.



ATTACHMENT A

CITIZENS' OVERSIGHT COMMITTEE ETHICS POLICY STATEMENT

This Ethics Policy Statement provides general guidelines for Committee members to follow in carrying out their roles. Not all ethical issues that Committee members face are covered in this Statement. However, this Statement captures some of the critical areas that help define ethical and professional conduct for Committee members. The provisions of this Statement were developed from existing laws, rules, policies and procedures as well as from concepts that define generally accepted good business practices. Committee members are expected to strictly adhere to the provisions of this Ethics Policy.

POLICY

- **CONFLICT OF INTEREST.**
A Committee member shall not make or influence a District decision related to: (1) any contract funded by bond proceeds or (2) any construction project which will benefit the Committee member's outside employment, business, or personal finances or benefit an immediate family member, such as a spouse, child or parent.
- **OUTSIDE EMPLOYMENT.**
A Committee member shall not use his or her authority over a particular matter to negotiate future employment with any person or organization that relates to: (1) any contract funded by bond proceeds, or (2) any construction project. A Committee member shall not make or influence a District decision related to any construction project involving the interests of a person with whom the member has an agreement concerning current or future employment, or remuneration of any kind. For a period of two (2) years after leaving the Committee, a former Committee member may not represent any person or organization for compensation in connection with any matter pending before the District that, as a Committee member, he or she participated in personally and substantially. Specifically, for a period of two (2) years after leaving the Committee, a former Committee member and the companies and businesses for which the member works shall be prohibited from contracting with the District with respect to: (1) bidding on projects funded by the bond proceeds; and (2) any construction project.
- **COMMITMENT TO UPHOLD LAW.**
A Committee member shall uphold the federal and California Constitutions, the laws and regulations of the United States and the State of California (particularly the Education Code) and all other applicable government entities, and the policies, procedures, rules and regulations of the Center Joint Unified School District.



CENTER UNIFIED SCHOOL DISTRICT

0408 Watt Ave, Antelope, CA, 95643 Phone 916-338-6400 Fax 916-338-6411

- **COMMITMENT TO DISTRICT.**
A Committee member shall place the interests of the District above any personal or business interests of the member.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Business Department

Date: 01/06/2012

Action Item

To: Board of Trustees

Information Item

From: Jeanne Bess

Attached Page1

Principal's Initials: _____

SUBJECT:

**APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT
PAYROLL ORDERS**

The Governing board is asked to approve the attached payroll
Orders for July 2011 through December 2011.

RECOMMENDATION: That the CJUSD Board of Trustees approve the
District Payroll Orders for July 2011 through December 2011.

CONSENT AGENDA

DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2012
--

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 919,793.88			\$ 919,793.88	191
AUG	\$ 2,152,467.80			\$ 2,152,467.80	492
SEPT	\$ 2,239,586.14			\$ 2,239,586.14	569
OCT	\$ 2,254,927.69			\$ 2,254,927.69	588
NOV	\$ 2,244,104.31			\$ 2,244,104.31	584
DEC	\$ 639,442.61			\$ 639,442.61	346
3-Jan	\$ 1,613,474.46			\$ 1,613,474.46	250
JAN				\$ -	
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 12,063,796.89	\$ -	\$ -	\$ 12,063,796.89	3020
------------------	------	------	------------------	------

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: January, 2012

Action Item

To: Board of Trustees

Information Item

From: Jeanne Bess

Attached Pages 34

SUBJECT: Supplemental Agenda – Commercial Warrant Registers

December 2, 2011, 140,561.64, December 16, 2011, 554,172.97.

The commercial warrant payments to vendors totals
\$ 694,734.61

RECOMMENDATION: That the CJUSD Board of Trustees approves the
Supplemental Agenda – Vendor Warrants as
presented

CONSENT AGENDA

XIV-14

81 CENTER UNIFIED SCHOOL DIST.
12022011

ACCOUNTS PAYABLE PRELIST

J2171 APY500 H.02.05 12/01/11 PAGE 0

Batch status: A All

From batch: 0035

To batch: 0035

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
12022011

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BATCH: 0035 12/2/2011
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount				
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP
019769/00	AMERICAN EXPRESS													
1303	PO-121092	12/02/2011	0-03000				1	01-0000-0-5800-101-0000-7150-002-000	NN	F		1,175.00		1,175.00
TOTAL PAYMENT AMOUNT												1,175.00 *		1,175.00
018533/00	ATKINSON ANDELSON LOYA RUUD													
729	PO-120636	12/02/2011	392649				1	01-0000-0-5804-105-0000-7200-005-000	NE	P		2,179.28		2,179.28
TOTAL PAYMENT AMOUNT												2,179.28 *		2,179.28
021604/00	ATLAS DISPOSAL INDUSTRIES													
13	PO-120153	12/02/2011	413506				1	01-0000-0-5550-106-0000-8110-007-000	NN	P		122.72		122.72
13	PO-120153	12/02/2011	414011				1	01-0000-0-5550-106-0000-8110-007-000	NN	P		417.00		417.00
13	PO-120153	12/02/2011	414012				1	01-0000-0-5550-106-0000-8110-007-000	NN	P		969.82		969.82
13	PO-120153	12/02/2011	414013				1	01-0000-0-5550-106-0000-8110-007-000	NN	P		599.53		599.53
13	PO-120153	12/02/2011	414014				1	01-0000-0-5550-106-0000-8110-007-000	NN	P		148.86		148.86
13	PO-120153	12/02/2011	414015				1	01-0000-0-5550-106-0000-8110-007-000	NN	P		185.87		185.87
13	PO-120153	12/02/2011	414016				1	01-0000-0-5550-106-0000-8110-007-000	NN	P		288.57		288.57
13	PO-120153	12/02/2011	414017				1	01-0000-0-5550-106-0000-8110-007-000	NN	P		365.65		365.65
13	PO-120153	12/02/2011	414018				1	01-0000-0-5550-106-0000-8110-007-000	NN	P		186.44		186.44
TOTAL PAYMENT AMOUNT												3,284.46 *		3,284.46
011390/00	BUREAU OF EDUCATION													
1315	PO-121106	12/02/2011	4290820				1	01-6500-0-5200-102-5001-2700-003-000	NN	F		229.00		229.00
TOTAL PAYMENT AMOUNT												229.00 *		229.00
020540/00	CALIFORNIA AMERICAN WATER CO													
25	PO-120158	12/02/2011	05-0052955-7				1	01-0000-0-5540-106-0000-8110-007-000	NN	P		7,970.44		7,970.44
25	PO-120158	12/02/2011	05-0052956-5				1	01-0000-0-5540-106-0000-8110-007-000	NN	P		2,082.87		2,082.87
25	PO-120158	12/02/2011	05-0054874-8				1	01-0000-0-5540-106-0000-8110-007-000	NN	P		283.75		283.75
25	PO-120158	12/02/2011	05-0062336-8				1	01-0000-0-5540-106-0000-8110-007-000	NN	P		3,033.53		3,033.53
25	PO-120158	12/02/2011	05-0054876-3				1	01-0000-0-5540-106-0000-8110-007-000	NN	P		120.34		120.34
TOTAL PAYMENT AMOUNT												13,490.93 *		13,490.93
020305/00	CDW GOVERNMENT INC.													
949	PO-120839	12/02/2011	b436935				1	01-0000-0-4300-236-1110-1000-009-000	NN	P		471.78		471.78
949	PO-120839	12/02/2011	ZTT3973				1	01-0000-0-4300-236-1110-1000-009-000	NN	P		301.54		301.54
949	PO-120839	12/02/2011	1264946/ZYC2636/CR1621330				1	01-0000-0-4300-236-1110-1000-009-000	NN	F		2,811.27		2,518.83

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP	Liq Amt	Net Amount	
TOTAL PAYMENT AMOUNT			3,292.15 *			3,292.15		
015699/00	CLARK SECURITY PRODUCTS							
29 PO-120159	12/02/2011	SAO07350001	1	01-8150-0-4300-106-0000-8110-007-000	NN P	39.81	39.81	
TOTAL PAYMENT AMOUNT			39.81 *			39.81		
014557/00	COLLEGE OAK TOW & TRANSPORT							
1311 PO-121103	12/02/2011	4509933	1	01-7230-0-5600-112-0000-3600-007-000	NN P	436.80	436.80	
TOTAL PAYMENT AMOUNT			436.80 *			436.80		
015735/00	COUNTY OF SACRAMENTO							
31 PO-120023	12/02/2011	15470	2	01-0000-0-5800-106-0000-8110-007-000	NN P	25.00	25.00	
TOTAL PAYMENT AMOUNT			25.00 *			25.00		
010236/00	CREATIVE BUS SALES							
1312 PO-121104	12/02/2011	5008471	1	01-7230-0-4300-112-0000-3600-007-000	NN P	110.59	110.59	
TOTAL PAYMENT AMOUNT			110.59 *			110.59		
011613/00	DITTO PRINT & COPY							
1184 PO-121006	12/02/2011	4542	1	01-0000-0-5800-110-0000-7200-004-000	NN F	94.60	94.60	
TOTAL PAYMENT AMOUNT			94.60 *			94.60		
016767/00	DV WAREHOUSE INC							
1265 PO-121071	12/02/2011	74786	1	01-7220-0-4300-472-1110-1000-014-000	NN F	106.82	106.82	
TOTAL PAYMENT AMOUNT			106.82 *			106.82		
010336/00	ECOTECH PEST MANAGEMENT INC							
37 PO-120160	12/02/2011	664	1	01-0000-0-5500-106-0000-8110-007-000	NN P	712.00	712.00	
TOTAL PAYMENT AMOUNT			712.00 *			712.00		

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011132/00	FEDEX							
352 PO-120307	12/02/2011	7-699-18740		1 01-8150-0-5901-106-0000-8110-007-000 NN P			17.75	17.75
TOTAL PAYMENT AMOUNT							17.75 *	17.75
017681/00	GEARY PACIFIC SUPPLY							
41 PO-120162	12/02/2011	2485071		1 01-8150-0-4300-106-0000-8110-007-000 NN P			17.29	17.29
41 PO-120162	12/02/2011	2484329		1 01-8150-0-4300-106-0000-8110-007-000 NN P			33.78	33.78
TOTAL PAYMENT AMOUNT							51.07 *	51.07
022347/00	GIVE SOMETHING BACK							
1084 PO-120927	12/02/2011	1877732-1		1 01-0000-0-4300-472-1110-1000-014-472 NN P			5.10	5.10
1084 PO-120927	12/02/2011	1877732-0		1 01-0000-0-4300-472-1110-1000-014-472 NN F			28.67	28.67
1354 PO-121130	12/02/2011	1892339-0		1 01-6500-0-4300-102-5770-1110-003-014 NN F			34.47	34.47
TOTAL PAYMENT AMOUNT							68.24 *	68.24
014044/00	HAGEDORN, ROGER							
45 PO-120034	12/02/2011	REIMB		1 01-0000-0-5210-106-0000-8300-007-000 NN P			57.72	57.72
TOTAL PAYMENT AMOUNT							57.72 *	57.72
015636/00	HASTIE'S SAND AND GRAVEL							
1357 PO-121132	12/02/2011	106636		1 01-8150-0-4300-106-0000-8110-007-000 NN P			1,887.78	1,887.78
1357 PO-121132	12/02/2011	106635		1 01-8150-0-4300-106-0000-8110-007-000 NN F			1,616.22	1,887.78
TOTAL PAYMENT AMOUNT							3,775.56 *	3,775.56
021775/00	HOME DEPOT SUPPLY							
643 PO-120547	12/02/2011	9112004557		1 01-8150-0-4300-106-0000-8110-007-000 NN P			183.88	183.88
TOTAL PAYMENT AMOUNT							183.88 *	183.88
018990/00	INTERSTATE BATTERY SYSTEM							
1319 PO-121109	12/02/2011	40022840		1 01-7230-0-4300-112-0000-3600-007-000 NN P			105.54	105.54
TOTAL PAYMENT AMOUNT							105.54 *	105.54

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016679/00	MELVIN R. CUCKOVICH						
1302 PO-121095	12/02/2011	OCT	1 01-6500-0-5800-102-5750-1180-003-000 NN P			640.50	640.50
1302 PO-121095	12/02/2011	NOV	1 01-6500-0-5800-102-5750-1180-003-000 NY P			789.38	789.38
TOTAL PAYMENT AMOUNT						1,429.88 *	1,429.88
021249/00	PERRY, HEATHER						
263 PO-120243	12/02/2011	NOV REIMB	1 01-6500-0-5211-102-5001-2700-003-000 NN P			19.43	19.43
TOTAL PAYMENT AMOUNT						19.43 *	19.43
020223/00	PLANK ROAD PUBLISHING INC						
1346 PO-121135	12/02/2011	71246050	1 01-0054-0-4300-236-1110-1000-009-000 NN F			571.72	571.72
TOTAL PAYMENT AMOUNT						571.72 *	571.72
014069/00	PLATT ELECTRIC SUPPLY						
1249 PO-121068	12/02/2011	0550600	1 01-8150-0-4300-106-0000-8110-007-000 NN P			105.79	105.79
1249 PO-121068	12/02/2011	0583083	1 01-8150-0-4300-106-0000-8110-007-000 NN P			866.78	866.78
1249 PO-121068	12/02/2011	0606260	1 01-8150-0-4300-106-0000-8110-007-000 NN P			102.02	102.02
1249 PO-121068	12/02/2011	0515658/515658/0546282	1 01-8150-0-4300-106-0000-8110-007-000 NN P			14.99	14.99
1249 PO-121068	12/02/2011	0525629/0557699/0491029	1 01-8150-0-4300-106-0000-8110-007-000 NN P			609.35	609.35
1249 PO-121068	12/02/2011	0577937/0607211	1 01-8150-0-4300-106-0000-8110-007-000 NN P			108.24	108.24
1249 PO-121068	12/02/2011	0342738	1 01-8150-0-4300-106-0000-8110-007-000 NN P			160.54	160.54
1249 PO-121068	12/02/2011	0677614	1 01-8150-0-4300-106-0000-8110-007-000 NN P			842.93	842.93
TOTAL PAYMENT AMOUNT						2,810.64 *	2,810.64
022525/00	POST-IT LLC						
483 PO-120427	12/02/2011	NOV 2011	1 01-0000-0-5800-110-0000-7200-004-000 NN P			120.00	120.00
TOTAL PAYMENT AMOUNT						120.00 *	120.00
019058/00	PRECISION CLEANING SYSTEMS						
1365 PO-121140	12/02/2011	4750	1 01-0000-0-5600-111-0000-8200-007-000 NN F			473.73	473.73
TOTAL PAYMENT AMOUNT						473.73 *	473.73

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount						
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
021194/00	PRUDENTIAL OVERALL SUPPLY INC															
1185	PO-121007	12/02/2011	180117085			1	01-7230-0-5600-112-0000-3600-007-000	NN P							56.97	56.97
1185	PO-121007	12/02/2011	180117598			1	01-7230-0-5600-112-0000-3600-007-000	NN P							56.97	56.97
					TOTAL PAYMENT AMOUNT		113.94	*								113.94
021093/00	SACRAMENTO COUNTY OFFICE OF															
1130	PO-120963	12/02/2011	120707			1	01-3010-0-4300-234-1110-1000-008-000	NN F							1,357.89	1,368.52
					TOTAL PAYMENT AMOUNT		1,368.52	*								1,368.52
021460/00	SACRAMENTO COUNTY OFFICE OF															
839	PO-120714	12/02/2011	120672			1	01-0000-0-5200-103-0000-2110-003-000	NN F							60.00	60.00
					TOTAL PAYMENT AMOUNT		60.00	*								60.00
010266/00	SACRAMENTO COUNTY UTILITIES															
78	PO-120174	12/02/2011	5008418859			1	01-0000-0-5540-106-0000-8110-007-000	NN P							2,884.77	2,884.77
					TOTAL PAYMENT AMOUNT		2,884.77	*								2,884.77
010373/00	SCHOOLS INSURANCE AUTHORITY															
283	PO-120261	12/02/2011	2012UST-KAM.08			1	01-7230-0-5800-112-0000-3600-007-000	NN P							300.00	300.00
					TOTAL PAYMENT AMOUNT		300.00	*								300.00
015675/00	SCOTT ELECTRIC															
1340	PO-121126	12/02/2011	7058322			1	01-0000-0-4300-238-1110-1000-010-000	YN F							52.91	49.10
					TOTAL PAYMENT AMOUNT		49.10	*								49.10
					TOTAL USE TAX AMOUNT		3.81									
017106/00	SIA/VISION SERVICE PLAN															
PV-121032	12/02/2011	DECEMBER					01-0000-0-9552-000-0000-0000-000-000	NN								4,782.85
					TOTAL PAYMENT AMOUNT		4,782.85	*								4,782.85

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

017018/00	SIERRA BUILDING SYSTEMS INC						
1023 PO-120869	12/02/2011	3849	1 01-8150-0-4300-106-0000-8110-007-000 NN F			145.52	157.50
1023 PO-120869	12/02/2011	3850	2 01-8150-0-4300-106-0000-8110-007-000 NN F			221.98	210.00
TOTAL PAYMENT AMOUNT			367.50 *				367.50
017883/00	SIMPLEXGRINNELL LP						
86 PO-120177	12/02/2011	74788557	1 01-8150-0-5800-106-0000-8110-007-000 NN P			187.50	187.50
86 PO-120177	12/02/2011	74788558	1 01-8150-0-5800-106-0000-8110-007-000 NN P			150.00	150.00
86 PO-120177	12/02/2011	74788555	1 01-8150-0-5800-106-0000-8110-007-000 NN P			150.00	150.00
86 PO-120177	12/02/2011	74788556	1 01-8150-0-5800-106-0000-8110-007-000 NN P			150.00	150.00
TOTAL PAYMENT AMOUNT			637.50 *				637.50
010263/00	SMUD						
88 PO-120179	12/02/2011	7000000347	2 01-0000-0-5530-106-0000-8110-007-000 NN P			42,587.73	42,587.73
TOTAL PAYMENT AMOUNT			42,587.73 *				42,587.73
021813/00	SUREWEST						
92 PO-120182	12/02/2011	604800-0001	1 01-0000-0-5902-106-0000-8110-007-000 NN P			1,245.32	1,245.32
93 PO-120183	12/02/2011	NOV 604457-0001	1 01-0000-0-5902-106-0000-8110-007-000 NN P			2,277.21	2,277.21
TOTAL PAYMENT AMOUNT			3,522.53 *				3,522.53
019101/00	SURRYHNE, CAROL						
1371 PO-121141	12/02/2011	REIMB	1 01-7230-0-5800-112-0000-3600-007-000 NN F			36.00	51.96
TOTAL PAYMENT AMOUNT			51.96 *				51.96
014079/00	THYSSENKRUPP ELEVATOR CORP						
95 PO-120063	12/02/2011	1090102558	1 01-0000-0-5600-106-0000-8110-007-000 NN P			835.67	835.67
95 PO-120063	12/02/2011	1090102559	1 01-0000-0-5600-106-0000-8110-007-000 NN P			92.86	92.86
TOTAL PAYMENT AMOUNT			928.53 *				928.53
016370/00	TWIN RIVERS UNIFIED SCH DIST						
390 PO-120348	12/02/2011	NOV121103	1 01-0031-0-5801-110-0000-8300-004-000 NN P			11,333.33	11,333.33
TOTAL PAYMENT AMOUNT			11,333.33 *				11,333.33

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Vendor/Addr	Req	Remit name	Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
	Reference						FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

022179/00		US HEALTHWORKS									
	480	PO-120424	12/02/2011	1945688-CA		1	01-0000-0-5800-110-0000-7200-004-000 NN P			76.00	76.00
	480	PO-120424	12/02/2011	1985245-CA		1	01-0000-0-5800-110-0000-7200-004-000 NN P			58.00	58.00
							TOTAL PAYMENT AMOUNT	134.00 *			134.00
022348/00		WILSON, SHERRY									
	161	PO-120109	12/02/2011	reimb 000-26		4	01-7230-0-5800-112-0000-3600-007-000 NN F			5.27	5.27
							TOTAL PAYMENT AMOUNT	5.27 *			5.27
017313/00		XEROX CORPORATION									
	389	PO-120347	12/02/2011	300051378		1	01-0000-0-5800-115-9790-8200-007-000 NN P			33,408.64	33,408.64
	389	PO-120347	12/02/2011	300051435		1	01-0000-0-5800-115-9790-8200-007-000 NN P			509.10	509.10
	448	PO-120400	12/02/2011	300051378		1	01-7220-0-5612-472-1110-1000-014-000 NN P			100.00	100.00
	449	PO-120401	12/02/2011	30051378		1	01-0000-0-5612-472-9769-1000-014-000 NN P			25.00	25.00
	450	PO-120402	12/02/2011	300051378		1	01-0000-0-5612-115-9780-8200-007-000 NN P			25.00	25.00
	452	PO-120403	12/02/2011	300051378		1	01-6500-0-5612-102-5001-2700-003-000 NN P			25.00	25.00
	453	PO-120404	12/02/2011	300051378		1	01-0000-0-5612-371-0000-2700-012-000 NN P			25.00	25.00
	451	PO-120412	12/02/2011	300051378		1	01-3550-0-5612-472-1110-1000-014-000 NN P			100.00	100.00
	600	PO-120509	12/02/2011	300051378		1	01-0000-0-5800-472-0000-2700-014-000 NN F			21.55	21.55
	742	PO-120631	12/02/2011	300051378		1	01-0000-0-9320-000-0000-0000-000-000 NN F			230.39	230.39
	917	PO-120775	12/02/2011	30051378		1	01-3010-0-5612-371-1110-1000-012-000 NN P			50.00	50.00
							TOTAL PAYMENT AMOUNT	34,519.68 *			34,519.68
							TOTAL FUND PAYMENT	138,508.81 **			138,508.81
							TOTAL USE TAX AMOUNT	3.81			

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017313/00		XEROX CORPORATION					
454 PO-120405	12/02/2011	300051378	1 09-1100-0-5612-501-1110-1000-016-000 NN P			100.00	100.00
455 PO-120406	12/02/2011	300051378	1 09-1100-0-5612-501-0000-2700-016-000 NN P			100.00	100.00
456 PO-120407	12/02/2011	300051378	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				300.00 **			300.00

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP		Liq Amt	Net Amount
017313/00		XEROX CORPORATION						
457 PO-120408	12/02/2011	300051378		1	11-0030-0-5612-601-4130-1000-017-000 NN P		25.00	25.00
				TOTAL PAYMENT AMOUNT	25.00 *			25.00
				TOTAL FUND	PAYMENT	25.00 **		25.00

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BATCH: 0035 12/2/2011
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016279/00	P&R PAPER SUPPLY						
287 PO-120265	12/02/2011	N16267-00	1 13-5310-0-4300-108-0000-3700-007-000 NN P			606.33	606.33
TOTAL PAYMENT AMOUNT			606.33 *				606.33
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
284 PO-120262	12/02/2011	180116578	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
TOTAL PAYMENT AMOUNT			67.10 *				67.10
016043/00	SHELTONS UNLIMITED MECHANICAL						
270 PO-120248	12/02/2011	11-10883	1 13-5310-0-5600-108-0000-3700-007-000 NY P			877.03	877.03
TOTAL PAYMENT AMOUNT			877.03 *				877.03
020462/00	STAPLES ADVANTAGE						
494 PO-120442	12/02/2011	11161165	1 13-5310-0-4300-108-0000-3700-007-000 NN P			177.37	177.37
TOTAL PAYMENT AMOUNT			177.37 *				177.37
TOTAL FUND PAYMENT			1,727.83 **				1,727.83
TOTAL BATCH PAYMENT			140,561.64 ***		0.00		140,561.64
TOTAL USE TAX AMOUNT			3.81				
TOTAL DISTRICT PAYMENT			140,561.64 ****		0.00		140,561.64
TOTAL USE TAX AMOUNT			3.81				
TOTAL FOR ALL DISTRICTS:			140,561.64 ****		0.00		140,561.64
TOTAL USE TAX AMOUNT			3.81				

Number of warrants to be printed: 49, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0036

To batch: 0036

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0036 121611
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
011802/00	A-Z BUS SALES INC.						
1308 PO-121100	12/16/2011	DI99007	1	01-7230-0-4300-112-0000-3600-007-000	NN P	37.14	37.14
TOTAL PAYMENT AMOUNT						37.14 *	37.14
014863/00	ACADEMY BUSINESS SERVICES						
493 PO-120435	12/16/2011	nov	1	01-6500-0-5800-102-5750-1180-003-000	NN P	2,985.44	2,985.44
TOTAL PAYMENT AMOUNT						2,985.44 *	2,985.44
015797/00	ACE SUPPLY HARDWARE NORTH						
91 PO-120181	12/16/2011	86423/2	1	01-8150-0-4300-106-0000-8110-007-000	NN P	42.85	42.85
TOTAL PAYMENT AMOUNT						42.85 *	42.85
021915/00	ADELANTE HIGH SCHOOL						
1422 PO-121186	12/16/2011	MCCLELLAN 11-12	1	01-0000-0-4300-475-3200-1000-015-000	NN F	600.00	600.00
TOTAL PAYMENT AMOUNT						600.00 *	600.00
021378/00	AGIY, VASILYI						
1384 PO-121151	12/16/2011	REFUND	1	01-0000-0-4200-103-0000-2420-003-000	NN F	8.00	8.00
TOTAL PAYMENT AMOUNT						8.00 *	8.00
010002/00	ALDAR ACADEMY						
1180 PO-121003	12/16/2011	NOV 11	1	01-6500-0-5800-102-5750-1180-003-000	NN P	1,986.88	1,986.88
TOTAL PAYMENT AMOUNT						1,986.88 *	1,986.88
010669/00	ALHAMBRA & SIERRA SPRINGS						
115 PO-120076	12/16/2011	4781257 112411	1	01-7230-0-4300-112-0000-3600-007-000	NN P	34.81	34.81
10 PO-120151	12/16/2011	4782453 112411	1	01-8150-0-4300-106-0000-8110-007-000	NN P	93.25	93.25
248 PO-120230	12/16/2011	4780794 112411	1	01-0000-0-4300-103-0000-7200-003-000	NN P	41.30	41.30
618 PO-120533	12/16/2011	4781839 112411	1	01-0000-0-4300-475-3200-2700-015-000	NN P	21.83	21.83
TOTAL PAYMENT AMOUNT						191.19 *	191.19

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0036 121611
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014733/00	ALL WEST COACHLINES INC.						
1373 PO-121149	12/16/2011	39916	1 01-0000-0-5810-472-1110-4000-014-915 NN F			1,249.80	1,249.80
TOTAL PAYMENT AMOUNT			1,249.80 *				1,249.80
015335/00	ALLEN, KATHERINE						
1381 PO-121164	12/16/2011	MILEAGE OCT	1 01-5630-0-5800-601-1220-1000-017-000 NN F			474.19	474.19
TOTAL PAYMENT AMOUNT			474.19 *				474.19
018232/00	AMERICAN DRYER INC						
1338 PO-121127	12/16/2011	61418	1 01-0000-0-4300-111-0000-8200-007-000 NN F			1,317.59	1,228.00
TOTAL PAYMENT AMOUNT			1,228.00 *				1,228.00
018649/00	ASSOCIATION FOR SUPERVISION &						
1403 PO-121181	12/16/2011	1242270	1 01-0000-0-5300-240-0000-2700-011-000 NN F			89.00	89.00
TOTAL PAYMENT AMOUNT			89.00 *				89.00
010400/00	AT&T						
14 PO-120154	12/16/2011	248134-8100-8413	1 01-0000-0-5902-106-0000-8110-007-000 NN P			7.82	7.82
TOTAL PAYMENT AMOUNT			7.82 *				7.82
011481/00	AT&T						
16 PO-120156	12/16/2011	2866468	1 01-0000-0-5902-106-0000-8110-007-000 NN P			451.90	451.90
TOTAL PAYMENT AMOUNT			451.90 *				451.90
011675/00	AT&T MESSAGING						
15 PO-120155	12/16/2011	6616682	1 01-0000-0-5902-106-0000-8110-007-000 NN P			720.00	720.00
TOTAL PAYMENT AMOUNT			720.00 *				720.00
010896/00	AT&T MOBILITY						
485 PO-120429	12/16/2011	436077910697	1 01-0000-0-5800-110-0000-7200-004-000 NN P			1.05	1.05
TOTAL PAYMENT AMOUNT			1.05 *				1.05

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL FUNC RES DEP T9MP		

021604/00	ATLAS DISPOSAL INDUSTRIES						
13 PO-120153	12/16/2011	416214	1	01-0000-0-5550-106-0000-8110-007-000	NN P	354.00	354.00
TOTAL PAYMENT AMOUNT						354.00 *	354.00
016805/00	BATES, CHERYL						
514 PO-120453	12/16/2011	D SILVA NOV	1	01-6500-0-5800-102-5750-1180-003-000	NY P	438.87	438.87
514 PO-120453	12/16/2011	D. SILVA DEC	1	01-6500-0-5800-102-5750-1180-003-000	NY P	292.58	292.58
TOTAL PAYMENT AMOUNT						731.45 *	731.45
021235/00	BECKER, LEE ANN						
1304 PO-121096	12/16/2011	NOV	1	01-0000-0-5210-102-0000-3140-003-000	NN P	42.74	42.74
1304 PO-121096	12/16/2011	OCT	1	01-0000-0-5210-102-0000-3140-003-000	NN P	64.94	64.94
TOTAL PAYMENT AMOUNT						107.68 *	107.68
015662/00	BEHAVIORAL EDUCATION FOR						
700 PO-120600	12/16/2011	1572	1	01-6500-0-5800-102-5750-1180-003-000	NN P	395.25	395.25
1324 PO-121122	12/16/2011	1510	1	01-6500-0-5800-102-5750-1180-003-000	NN P	6,192.42	6,192.42
1324 PO-121122	12/16/2011	1571	1	01-6500-0-5800-102-5750-1180-003-000	NN F	319.58	192.85
1400 PO-121177	12/16/2011	1572	1	01-6500-0-5800-102-5750-1180-003-000	NN F	3,570.00	3,570.00
TOTAL PAYMENT AMOUNT						10,350.52 *	10,350.52
019075/00	BRIGHT FUTURES THERAPY						
1423 PO-121187	12/16/2011	2061 11.30.11	1	01-6500-0-5800-102-5750-1180-003-000	NN P	10,080.00	10,080.00
TOTAL PAYMENT AMOUNT						10,080.00 *	10,080.00
020540/00	CALIFORNIA AMERICAN WATER CO						
25 PO-120158	12/16/2011	05-0054873-0	1	01-0000-0-5540-106-0000-8110-007-000	NN P	283.75	283.75
25 PO-120158	12/16/2011	05-0401546-2	1	01-0000-0-5540-106-0000-8110-007-000	NN P	283.75	283.75
25 PO-120158	12/16/2011	05-0054875-5	1	01-0000-0-5540-106-0000-8110-007-000	NN P	283.75	283.75
25 PO-120158	12/16/2011	05-0401551-2	1	01-0000-0-5540-106-0000-8110-007-000	NN P	283.75	283.75
25 PO-120158	12/16/2011	05-0482625-6	1	01-0000-0-5540-106-0000-8110-007-000	NN P	1,631.17	1,631.17
25 PO-120158	12/16/2011	05-0052643-9	1	01-0000-0-5540-106-0000-8110-007-000	NN P	1,058.77	1,058.77
25 PO-120158	12/16/2011	05-0550586-7	1	01-0000-0-5540-106-0000-8110-007-000	NN P	2,282.34	2,282.34
25 PO-120158	12/16/2011	05-0509237-9	1	01-0000-0-5540-106-0000-8110-007-000	NN P	4,067.29	4,067.29
25 PO-120158	12/16/2011	05-0482624-9	1	01-0000-0-5540-106-0000-8110-007-000	NN P	350.58	350.58
25 PO-120158	12/16/2011	05-0401542-1	1	01-0000-0-5540-106-0000-8110-007-000	NN P	1,016.26	1,016.26
						576.64	576.64

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				

020540	(CONTINUED)						
25 PO-120158	12/16/2011	05-0053100-9	1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,167.89	2,167.89
25 PO-120158	12/16/2011	05-0053101-7	1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,191.08	2,191.08
TOTAL PAYMENT AMOUNT						16,193.27 *	16,193.27
010340/00	CALIFORNIA STATE DEPARTMENT OF						
1343 PO-121125	12/16/2011	881900	1 01-0000-0-5800-110-0000-7200-004-000 NN P			64.00	64.00
TOTAL PAYMENT AMOUNT						64.00 *	64.00
021678/00	CAPITOL ACADEMY						
670 PO-120585	12/16/2011	nov 11	1 01-6500-0-5800-102-5750-1180-003-000 NN P			9,041.80	9,041.80
TOTAL PAYMENT AMOUNT						9,041.80 *	9,041.80
018802/00	CASA ROBLA WRESTLING						
1433 PO-121198	12/16/2011	CHS DEC 17	1 01-0000-0-5800-472-1801-1000-014-000 NN F			300.00	300.00
TOTAL PAYMENT AMOUNT						300.00 *	300.00
021036/00	CCHAT CENTER						
508 PO-120450	12/16/2011	CENT 10-2011	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,607.57	2,607.57
508 PO-120450	12/16/2011	center 11-11	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,110.89	2,110.89
TOTAL PAYMENT AMOUNT						4,718.46 *	4,718.46
017639/00	CDT INC.						
479 PO-120423	12/16/2011	24025	1 01-0000-0-5800-110-0000-7200-004-000 NN P			270.00	270.00
TOTAL PAYMENT AMOUNT						270.00 *	270.00
020305/00	CDW GOVERNMENT INC.						
1173 PO-120998	12/16/2011	1349220	1 01-8150-0-4300-106-0000-8110-007-000 NN F			41.25	41.25
1399 PO-121176	12/16/2011	V098184	1 01-0000-0-4300-120-0000-7110-001-000 NN F			56.68	56.68
TOTAL PAYMENT AMOUNT						97.93 *	97.93

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
						FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014449/00	CENTER HIGH SCHOOL STUDENT									
1378	PO-121162	12/16/2011	G.OMO PE CLOTHES		1	01-5630-0-4300-601-1220-1000-017-000 NN F			20.00	20.00
1386	PO-121168	12/16/2011	ASB FBIA REIMB		1	01-3550-0-5200-472-1110-1000-014-000 NN F			270.00	270.00
				TOTAL PAYMENT AMOUNT			290.00 *			290.00
010407/00	CENTER UNIFIED REVOLVING FUND									
1377	PO-121144	12/16/2011	CK4038		1	01-0000-0-5800-472-1801-1000-014-000 NN F			600.00	600.00
1436	PO-121191	12/16/2011	4042 M THOMAS		1	01-0000-0-9553-000-0000-0000-000-000 NN F			99.38	99.38
1447	PO-121192	12/16/2011	CK 4044 US TREASURY		1	01-0000-0-5800-105-0000-7200-005-000 NN F			640.42	640.42
				TOTAL PAYMENT AMOUNT			1,339.80 *			1,339.80
015768/00	CHAMBERLAIN, JOE MATTHEW									
1348	PO-121145	12/16/2011	REIMB		1	01-7220-0-4300-472-1110-1000-014-944 NN F			140.79	140.79
				TOTAL PAYMENT AMOUNT			140.79 *			140.79
019910/00	CHANEY, AMY									
1349	PO-121155	12/16/2011	REIMB		2	01-7220-0-4300-472-1110-1000-014-944 NN F			21.01	21.01
1349	PO-121155	12/16/2011	REIMB		1	01-7220-0-5200-472-1110-1000-014-944 NN F			1,128.79	1,128.79
				TOTAL PAYMENT AMOUNT			1,149.80 *			1,149.80
021175/00	CINTAS DOCUMENT MANAGEMENT									
1159	PO-120993	12/16/2011	dg37041375		1	01-0000-0-5800-371-0000-2700-012-000 NN P			38.00	38.00
1426	PO-121190	12/16/2011	DG37041788 OCT NOV		1	01-0000-0-5800-472-1110-1000-014-472 NN P			60.00	60.00
				TOTAL PAYMENT AMOUNT			98.00 *			98.00
015699/00	CLARK SECURITY PRODUCTS									
29	PO-120159	12/16/2011	SAO 7507101		1	01-8150-0-4300-106-0000-8110-007-000 NN P			175.02	175.02
				TOTAL PAYMENT AMOUNT			175.02 *			175.02
015718/00	CUSTOM BENEFIT ADMINISTRATORS									
PV-121036	12/16/2011	12/22/2011				01-0000-0-9552-000-0000-0000-000-000 NN				355.33
PV-121037	12/16/2011	JANUARY				01-0000-0-9552-000-0000-0000-000-000 NN				1,540.92
				TOTAL PAYMENT AMOUNT			1,896.25 *			1,896.25

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81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		

022347 (CONTINUED)							
1360 PO-121156	12/16/2011	1895557	1	01-0000-0-4300-472-1110-1000-014-472	NN F	356.16	361.81
1366 PO-121157	12/16/2011	1895561-0	1	01-0000-0-4300-475-3200-1000-015-000	NN F	64.64	64.64
1393 PO-121172	12/16/2011	1896807-0	1	01-3010-0-4300-103-1110-1000-003-000	NN F	84.03	84.03
TOTAL PAYMENT AMOUNT						584.67 *	584.67
017577/00 GOMES, JOE							
1395 PO-121174	12/16/2011	REIMB	1	01-3550-0-5200-472-1110-1000-014-000	NN F	129.45	129.45
TOTAL PAYMENT AMOUNT						129.45 *	129.45
010191/00 GRAINGER W.W. INC.							
134 PO-120089	12/16/2011	9693426109	1	01-7230-0-4300-112-0000-3600-007-000	NN P	197.71	197.71
TOTAL PAYMENT AMOUNT						197.71 *	197.71
017718/00 GUIDING HANDS INC.							
888 PO-120755	12/16/2011	NOV-11 D114139	1	01-6500-0-5800-102-5750-1180-003-000	NN P	2,265.48	2,265.48
TOTAL PAYMENT AMOUNT						2,265.48 *	2,265.48
013988/00 HAJOCA CORPORATION							
24 PO-120018	12/16/2011	S006485301.001	1	01-8150-0-4300-106-0000-8110-007-000	NN P	156.77	156.77
TOTAL PAYMENT AMOUNT						156.77 *	156.77
014466/00 HAYES, TRACY							
1367 PO-121147	12/16/2011	REIMB	1	01-3010-0-4300-371-1110-1000-012-000	NN F	30.88	30.88
TOTAL PAYMENT AMOUNT						30.88 *	30.88
020798/00 HAYMOND, MICHELLE							
1397 PO-121160	12/16/2011	REIMB	1	01-0000-0-3404-105-0000-7200-000-000	NN F	50.00	50.00
TOTAL PAYMENT AMOUNT						50.00 *	50.00

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014507/00		HORIZON IRRIGATION					
55 PO-120164	12/16/2011	za025170	1 01-0000-0-4300-106-0000-8110-007-000 NN P			56.82	56.82
		TOTAL PAYMENT AMOUNT	56.82 *				56.82
022170/00		JAPPERT, APRIL					
874 PO-120737	12/16/2011	NOV MILEAGE	1 01-6500-0-5800-102-5770-3600-003-000 NN P			301.92	301.92
		TOTAL PAYMENT AMOUNT	301.92 *				301.92
010355/00		KAISER					
PV-121038	12/16/2011	JANUARY KAISER	01-0000-0-9552-000-0000-0000-000-000 NN				158,413.13
		TOTAL PAYMENT AMOUNT	158,413.13 *				158,413.13
021874/00		KIDWELL, TAMBRA					
1442 PO-121202	12/16/2011	REIMB	1 01-7230-0-5800-112-0000-3600-007-000 NN P			6.00	6.00
		TOTAL PAYMENT AMOUNT	6.00 *				6.00
020742/00		LEGACY ROOFING & WATERPROOFING					
1362 PO-121138	12/16/2011	7002334-WO	1 01-8150-0-5800-106-0000-8110-007-000 NN F			556.25	557.00
1363 PO-121139	12/16/2011	7002334B-WO	1 01-8150-0-5800-106-0000-8110-007-000 NN F			293.75	294.00
		TOTAL PAYMENT AMOUNT	851.00 *				851.00
015080/00		LILLY PROPERTIES INC					
952 PO-120807	12/16/2011	1201115 DEC 2011	1 01-0000-0-5800-106-0000-8200-007-000 NN P			1,043.20	1,043.20
		TOTAL PAYMENT AMOUNT	1,043.20 *				1,043.20
017826/00		LINCOLN HIGH SCHOOL					
1432 PO-121197	12/16/2011	CHS JAN14	1 01-0000-0-5800-472-1801-1000-014-000 NN F			300.00	300.00
		TOTAL PAYMENT AMOUNT	300.00 *				300.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022172/00	MED TRANS MEDICAL/LEGAL						
795 PO-120679	12/16/2011	640	1 01-6500-0-5800-102-5750-1180-003-000 NN F			2,115.00	2,115.00
795 PO-120679	12/16/2011	640	2 01-6500-0-5800-102-5750-1180-003-000 NN F			845.00	845.00
			TOTAL PAYMENT AMOUNT	2,960.00 *			2,960.00
015202/00	MICHEL, JUDITH A.						
1396 PO-121159	12/16/2011	REIMB	1 01-3320-0-3404-475-5730-1110-000-000 NN F			50.00	50.00
			TOTAL PAYMENT AMOUNT	50.00 *			50.00
010125/00	MID AMERICA						
PV-121035	12/16/2011	12/22/2011	01-0000-0-9552-000-0000-0000-000-000 NN				300.00
			TOTAL PAYMENT AMOUNT	300.00 *			300.00
017354/00	MORALES, SANDY						
1407 PO-121193	12/16/2011	MILEAGE NOV	1 01-5630-0-5800-601-1220-1000-017-000 NN F			150.96	150.96
			TOTAL PAYMENT AMOUNT	150.96 *			150.96
017315/00	NAPA AUTO PARTS - GENUINE AUTO						
1320 PO-121110	12/16/2011	840084/842409/840446	1 01-7230-0-4300-112-0000-3600-007-000 NN P			5.00	5.00
1320 PO-121110	12/16/2011	841816/843094/840084	1 01-7230-0-4300-112-0000-3600-007-000 NN P			5.00	5.00
1320 PO-121110	12/16/2011	841612/840446	1 01-7230-0-4300-112-0000-3600-007-000 NN P			8.41	8.41
1320 PO-121110	12/16/2011	840104	1 01-7230-0-4300-112-0000-3600-007-000 NN P			27.68	27.68
1320 PO-121110	12/16/2011	560634	1 01-7230-0-4300-112-0000-3600-007-000 NN P			30.33	30.33
1320 PO-121110	12/16/2011	839659	1 01-7230-0-4300-112-0000-3600-007-000 NN P			55.36	55.36
			TOTAL PAYMENT AMOUNT	131.78 *			131.78
018967/00	NEXTEL COMMUNICATIONS INC						
63 PO-120049	12/16/2011	766178812-048	1 01-0000-0-5902-115-0000-7700-007-000 NN P			75.98	75.98
108 PO-120186	12/16/2011	12/5/11	1 01-0000-0-5903-106-0000-8110-007-000 NN P			577.10	577.10
393 PO-120351	12/16/2011	12/5/11	1 01-0000-0-5903-472-0000-2700-014-000 NN P			225.63	225.63
561 PO-120486	12/16/2011	12/5/11	1 01-0000-0-5903-101-0000-7150-002-000 NN P			98.74	98.74
526 PO-120584	12/16/2011	12/5/11	1 01-0000-0-5903-236-0000-2700-009-000 NN P			24.06	24.06
975 PO-120820	12/16/2011	12/5/11	1 01-7230-0-5903-112-0000-3600-007-000 NN P			64.91	64.91
994 PO-120835	12/16/2011	12/5/11	1 01-0000-0-4300-475-3200-2700-015-000 NN P			12.03	12.03
1474 PO-121236	12/16/2011	12/5/2011	1 01-0000-0-5903-103-0000-2110-003-000 NN P			262.73	262.73
			TOTAL PAYMENT AMOUNT	1,341.18 *			1,341.18

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req	Reference	Date		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022163/00	ODYSSEY							
667	PO-120573	12/16/2011	8002476	1 01-6500-0-5800-102-5750-1180-003-000 NN P			3,128.25	3,128.25
TOTAL PAYMENT AMOUNT					3,128.25 *			3,128.25
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
1186	PO-121018	12/16/2011	588339136001	2 01-5630-0-4300-601-1220-1000-017-000 NN F			213.86	213.86
1186	PO-121018	12/16/2011	58833913601	1 01-5640-0-4300-601-9728-1000-017-000 NN F			213.80	213.80
1206	PO-121022	12/16/2011	588382116001	1 01-0000-0-4300-472-1110-1000-014-472 NN F			6.36	6.36
1370	PO-121150	12/16/2011	588985907001	1 01-6500-0-4300-102-5770-1120-003-025 NN F			114.68	114.67
TOTAL PAYMENT AMOUNT					548.69 *			548.69
011822/00	OLARIU, STEFAN							
1441	PO-121201	12/16/2011	REIMB	1 01-7230-0-5800-112-0000-3600-007-000 NN P			9.24	9.24
TOTAL PAYMENT AMOUNT					9.24 *			9.24
010890/00	PERMABOUND/HERTZBERG							
1096	PO-120954	12/16/2011	1451162-00	1 01-0054-0-4200-240-1110-1000-011-000 NN P			133.95	133.95
1096	PO-120954	12/16/2011	1451162-01	1 01-0054-0-4200-240-1110-1000-011-000 NN P			33.27	33.27
1096	PO-120954	12/16/2011	1451162-02	1 01-0054-0-4200-240-1110-1000-011-000 NN F			40.94	16.31
TOTAL PAYMENT AMOUNT					183.53 *			183.53
011345/00	PLACER LEARNING CENTER							
496	PO-120436	12/16/2011	NOV	1 01-6500-0-5800-102-5750-1180-003-000 NN P			6,824.00	6,824.00
TOTAL PAYMENT AMOUNT					6,824.00 *			6,824.00
014069/00	PLATT ELECTRIC SUPPLY							
1249	PO-121068	12/16/2011	06783795/0761325	1 01-8150-0-4300-106-0000-8110-007-000 NN P			224.96	224.96
1249	PO-121068	12/16/2011	0607149	1 01-8150-0-4300-106-0000-8110-007-000 NN P			275.09	275.09
1249	PO-121068	12/16/2011	0728927	1 01-8150-0-4300-106-0000-8110-007-000 NN P			14.48	14.48
TOTAL PAYMENT AMOUNT					514.53 *			514.53

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018535/00	POINT QUEST EDUCATION INC						
511 PO-120451	12/16/2011	NOV 11	1 01-6500-0-5800-102-5750-1180-003-000 NN P			6,583.40	6,583.40
			TOTAL PAYMENT AMOUNT	6,583.40 *			6,583.40
022525/00	POST-IT LLC						
483 PO-120427	12/16/2011	NOV	1 01-0000-0-5800-110-0000-7200-004-000 NN P			40.00	40.00
			TOTAL PAYMENT AMOUNT	40.00 *			40.00
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
272 PO-120250	12/16/2011	180118111	1 01-0000-0-5800-111-0000-8200-007-000 NN P			113.42	113.42
1185 PO-121007	12/16/2011	180118112	1 01-7230-0-5600-112-0000-3600-007-000 NN P			49.17	49.17
1185 PO-121007	12/16/2011	180118634	1 01-7230-0-5600-112-0000-3600-007-000 NN P			46.79	46.79
			TOTAL PAYMENT AMOUNT	209.38 *			209.38
016213/00	RODRIGUEZ HIGH SCHOOL						
1431 PO-121196	12/16/2011	CHS JAN 28	1 01-0000-0-5800-472-1801-1000-014-000 NN F			275.00	275.00
			TOTAL PAYMENT AMOUNT	275.00 *			275.00
010242/00	RUSSEL WARNER INC ROTO ROOTER						
77 PO-120173	12/16/2011	31310001526	1 01-8150-0-5600-106-0000-8110-007-000 NN P			245.00	245.00
			TOTAL PAYMENT AMOUNT	245.00 *			245.00
010552/00	SAC VAL JANITORIAL						
974 PO-120819	12/16/2011	1964166	1 01-0000-0-9320-000-0000-0000-000-000 NN P			31.38	31.38
1382 PO-121165	12/16/2011	01963633	1 01-8150-0-4300-106-0000-8110-007-000 NN F			43.76	43.76
			TOTAL PAYMENT AMOUNT	75.14 *			75.14
010266/00	SACRAMENTO COUNTY UTILITIES						
78 PO-120174	12/16/2011	50000918485	1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,814.41	2,814.41
78 PO-120174	12/16/2011	50000918618	1 01-0000-0-5540-106-0000-8110-007-000 NN P			386.69	386.69
78 PO-120174	12/16/2011	50000918556	1 01-0000-0-5540-106-0000-8110-007-000 NN P			552.42	552.42
			TOTAL PAYMENT AMOUNT	3,753.52 *			3,753.52

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016337/00	SAECHOA, PA						
505 PO-120449	12/16/2011	OCT MILEAGE	1 01-6500-0-5800-102-5770-3600-003-000 NN F			120.30	120.30
505 PO-120449	12/16/2011	OCT NOV	2 01-6500-0-5800-102-5770-3600-003-000 NN F			279.30	279.30
TOTAL PAYMENT AMOUNT						399.60 *	399.60
015962/00	SCHMIEDER, KRIS						
1404 PO-121182	12/16/2011	REIMB	1 01-0000-0-4400-240-1110-1000-011-000 NN F			677.86	677.86
TOTAL PAYMENT AMOUNT						677.86 *	677.86
014786/00	SCHOOL SPECIALTY						
1248 PO-121054	12/16/2011	308101156298	1 01-6300-0-4300-475-3200-1000-015-000 NN F			302.39	229.76
TOTAL PAYMENT AMOUNT						229.76 *	229.76
010373/00	SCHOOLS INSURANCE AUTHORITY						
283 PO-120261	12/16/2011	2012 UST-KAM .10	1 01-7230-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
TOTAL PAYMENT AMOUNT						150.00 *	150.00
011500/00	SIA / DELTA DENTAL						
FV-121033	12/16/2011	DECEMBER	01-0000-0-9552-000-0000-0000-000-000 NN				42,540.64
TOTAL PAYMENT AMOUNT						42,540.64 *	42,540.64
019222/00	SIERRA PEDIATRIC THERAPY						
666 PO-120572	12/16/2011	NOV CABA 000001	1 01-6500-0-5800-102-5750-1180-003-000 NY P			750.00	750.00
TOTAL PAYMENT AMOUNT						750.00 *	750.00
014558/00	SPURR						
89 PO-120180	12/16/2011	42378/43198	1 01-0000-0-5520-106-0000-8110-007-000 NN P			682.67	682.67
89 PO-120180	12/16/2011	43831	1 01-0000-0-5520-106-0000-8110-007-000 NN P			1,625.28	1,625.28
89 PO-120180	12/16/2011	44694	1 01-0000-0-5520-106-0000-8110-007-000 NN P			3,089.40	3,089.40
TOTAL PAYMENT AMOUNT						5,397.35 *	5,397.35

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL FUNC RES DEP T9MP		
020462/00	STAPLES ADVANTAGE						
1355 PO-121131	12/16/2011	111356565	1	01-6500-0-4300-102-5770-1120-003-022	NN F	59.84	60.26
TOTAL PAYMENT AMOUNT						60.26 *	60.26
017809/00	SUBWAY TRUCK PARTS INC.						
1410 PO-121185	12/16/2011	229528/3386307	1	01-7230-0-4300-112-0000-3600-007-000	NN F	26.94	26.94
TOTAL PAYMENT AMOUNT						26.94 *	26.94
021813/00	SUREWEST						
92 PO-120182	12/16/2011	604800-0001	1	01-0000-0-5902-106-0000-8110-007-000	NN P	616.85	616.85
93 PO-120183	12/16/2011	604457-0001	1	01-0000-0-5902-106-0000-8110-007-000	NN P	2,277.21	2,277.21
TOTAL PAYMENT AMOUNT						2,894.06 *	2,894.06
014398/00	TANNER, SUSAN						
1392 PO-121180	12/16/2011	REIMB	1	01-3010-0-4300-371-0000-2700-012-000	NN F	89.11	89.11
TOTAL PAYMENT AMOUNT						89.11 *	89.11
016370/00	TWIN RIVERS UNIFIED SCH DIST						
390 PO-120348	12/16/2011	DEC 121382	1	01-0031-0-5801-110-0000-8300-004-000	NN P	11,333.33	11,333.33
1398 PO-121175	12/16/2011	121246	1	01-7230-0-5800-112-0000-3600-007-000	NN F	93.00	93.00
1398 PO-121175	12/16/2011	121246	2	01-7240-0-5800-112-5001-3600-007-000	NN F	93.00	93.00
TOTAL PAYMENT AMOUNT						11,519.33 *	11,519.33
010127/00	UNITED PARCEL SERVICE						
1379 PO-121158	12/16/2011	00000YW013481	1	01-0000-0-5800-105-0000-7200-005-000	NN P	3.90	3.90
TOTAL PAYMENT AMOUNT						3.90 *	3.90
021817/00	UNITED RENTALS NORTHWEST INC						
1353 PO-121129	12/16/2011	100228984-001	1	01-8150-0-5600-106-0000-8110-007-000	NN F	387.32	387.32
TOTAL PAYMENT AMOUNT						387.32 *	387.32

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req	Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL
				FUNC	RES	DEP	T9MP	Liq Amt	Net Amount
022179/00	US HEALTHWORKS								
480	PO-120424	12/16/2011	1988417	1	01-0000-0-5800-110-0000-7200-004-000	NN	P	20.00	20.00
480	PO-120424	12/16/2011	1996969 CA	1	01-0000-0-5800-110-0000-7200-004-000	NN	F	130.00	120.00
480	PO-120424	12/16/2011	1990766-ca	2	01-0000-0-5800-110-0000-7200-004-000	NN	P	60.00	60.00
480	PO-120424	12/16/2011	1997943-ca 1947321-CA	2	01-0000-0-5800-110-0000-7200-004-000	NN	F	398.00	398.00
			TOTAL PAYMENT AMOUNT		598.00 *				598.00
018726/00	VAN TUYL, DEBRA								
1391	PO-121179	12/16/2011	REIMB	1	01-3010-0-4300-371-0000-2700-012-000	NN	F	25.73	25.73
			TOTAL PAYMENT AMOUNT		25.73 *				25.73
014542/00	VISTA DEL LAGO HIGH SCHOOL								
1437	PO-121200	12/16/2011	CHS DEC 8,9,10	1	01-0000-0-5800-472-1801-1000-014-000	NN	F	900.00	900.00
			TOTAL PAYMENT AMOUNT		900.00 *				900.00
015191/00	WACHOB, CYNTHIA								
264	PO-120244	12/16/2011	nov reimb	1	01-6500-0-5210-102-5060-2110-003-000	NN	P	96.02	96.02
			TOTAL PAYMENT AMOUNT		96.02 *				96.02
022221/00	WESTERN HEALTH ADVANTAGE								
	PV-121039	12/16/2011	WHA JANUARY		01-0000-0-9552-000-0000-0000-000-000	NN			92,582.34
			TOTAL PAYMENT AMOUNT		92,582.34 *				92,582.34
022414/00	WHITNEY HIGH SCHOOL								
1434	PO-121199	12/16/2011	CHS DEC 28-30	1	01-0000-0-5800-472-1801-1000-014-000	NN	F	500.00	500.00
			TOTAL PAYMENT AMOUNT		500.00 *				500.00
015819/00	WILLIAM RILEY								
1380	PO-121163	12/16/2011	MILEAGE OCT NOV	1	01-5630-0-5800-601-1220-1000-017-000	NN	F	25.30	25.30
			TOTAL PAYMENT AMOUNT		25.30 *				25.30

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FUND : 01

GENERAL FUND

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Vendor/Addr Remit name
Req Reference Date Description

017313/00 XEROX CORPORATION

Tax ID num Deposit type ABA num Account num
FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP Liq Amt Net Amount

1 PO-120001 12/16/2011 058237377

1 01-2010-0-5612-240-1110-1000-011-000 NN P
TOTAL PAYMENT AMOUNT 15.00 * 15.00

TOTAL FUND PAYMENT 420,441.78 ** 420,441.78

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FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount						
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
010669/00	ALHAMBRA & SIERRA SPRINGS															
999	PO-120847	12/16/2011	4779099	112611		2	09-0700-0-4300-503-0000-2700-018-000	NN	P			27.46			27.46	
999	PO-120847	12/16/2011	4779099	112611		1	09-1100-0-4300-501-1110-1000-016-000	NN	P			27.46			27.46	
					TOTAL PAYMENT AMOUNT						54.92 *				54.92	
016157/00	LAM, SARAH															
1385	PO-121167	12/16/2011	REIMB			1	09-6300-0-4300-501-1110-1000-016-000	NN	F			318.72			318.72	
					TOTAL PAYMENT AMOUNT						318.72 *				318.72	
					TOTAL FUND PAYMENT						373.64 **				373.64	

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BATCH: 0036 121611

FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	Liq Amt	Net Amount
010669/00	ALHAMBRA & SIERRA SPRINGS										

467 PO-120445 12/16/2011 7069912 120111

1 11-0030-0-4300-601-4130-1000-017-000 NN P

TOTAL PAYMENT AMOUNT 40.97 * 40.97 40.97

TOTAL FUND PAYMENT 40.97 ** 40.97

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FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount	

018143/00		CHILD DEVELOPMENT CENTERS INC						
678 PO-120580	12/16/2011	5030-1011	1 12-6105-0-5800-100-8500-1000-005-000 NN P			48,500.50	48,500.50	
TOTAL PAYMENT AMOUNT						48,500.50 *	48,500.50	
TOTAL FUND PAYMENT						48,500.50 **	48,500.50	

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BATCH: 0036 121611
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020098/00	BIG TRAY						
990 PO-120834	12/16/2011	549554	1 13-5310-0-4400-108-0000-3700-007-000 NN P			53.12	53.12
TOTAL PAYMENT AMOUNT						53.12 *	53.12
020305/00	CDW GOVERNMENT INC.						
1376 PO-121143	12/16/2011	B861364	1 13-5310-0-4400-108-0000-3700-007-000 NN F			206.92	206.92
TOTAL PAYMENT AMOUNT						206.92 *	206.92
011602/00	DANIELSEN CO., THE						
276 PO-120254	12/16/2011	188864	2 13-5310-0-4300-108-0000-3700-007-000 NN P			190.00	190.00
276 PO-120254	12/16/2011	189584	2 13-5310-0-4300-108-0000-3700-007-000 NN P			8.00	8.00
276 PO-120254	12/16/2011	189723	2 13-5310-0-4300-108-0000-3700-007-000 NN P			797.85	797.85
276 PO-120254	12/16/2011	189211	2 13-5310-0-4300-108-0000-3700-007-000 NN F			12,140.94	209.51
276 PO-120254	12/16/2011	188864	1 13-5310-0-4700-108-0000-3700-007-000 NN F			325.47	325.47
276 PO-120254	12/16/2011	188864	3 13-5310-0-4700-108-0000-3700-007-000 NN P			1,343.71	1,343.71
276 PO-120254	12/16/2011	189584	3 13-5310-0-4700-108-0000-3700-007-000 NN P			2,464.26	2,464.26
276 PO-120254	12/16/2011	189211	3 13-5310-0-4700-108-0000-3700-007-000 NN F			2,309.88	2,309.88
TOTAL PAYMENT AMOUNT						7,648.68 *	7,648.68
021080/00	ED JONES FOOD SERVICE INC						
509 PO-120878	12/16/2011	142973	1 13-5310-0-4700-108-0000-3700-007-000 NN P			579.50	579.50
509 PO-120878	12/16/2011	143121	1 13-5310-0-4700-108-0000-3700-007-000 NN P			8,420.62	8,420.62
509 PO-120878	12/16/2011	143349	1 13-5310-0-4700-108-0000-3700-007-000 NN P			8,685.46	8,685.46
509 PO-120878	12/16/2011	143556	1 13-5310-0-4700-108-0000-3700-007-000 NN P			7,298.24	7,298.24
509 PO-120878	12/16/2011	143705	1 13-5310-0-4700-108-0000-3700-007-000 NN P			7,371.11	7,371.11
509 PO-120878	12/16/2011	143994	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,833.70	1,833.70
TOTAL PAYMENT AMOUNT						34,188.63 *	34,188.63
022364/00	HEARTLAND PAYMENT SYSTEMS						
281 PO-120259	12/16/2011	MSB 0000000589	1 13-5310-0-5300-108-0000-3700-007-000 NN P			224.10	224.10
TOTAL PAYMENT AMOUNT						224.10 *	224.10
018935/00	NELSON, CYNTHIA						
1387 PO-121169	12/16/2011	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F			39.75	39.75
TOTAL PAYMENT AMOUNT						39.75 *	39.75

81 CENTER UNIFIED SCHOOL DIST.
12162011

ACCOUNTS PAYABLE PRELIST
BATCH: 0036 121611
FUND : 13 CAFETERIA FUND

J2691 APY500 H.02.05 12/15/11 PAGE 20
<< 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				
018967/00	NEXTEL COMMUNICATIONS INC						
282 PO-120260	12/16/2011	12/5/11	1 13-5310-0-5903-108-0000-3700-007-000 NN P			13.30	13.30
TOTAL PAYMENT AMOUNT						13.30 *	13.30
014836/00	P&D COMMERCIAL PARTS & SERVICE						
664 PO-120571	12/16/2011	0013805IN	1 13-5310-0-5600-108-0000-3700-007-000 NN P			61.50	61.50
TOTAL PAYMENT AMOUNT						61.50 *	61.50
011423/00	PLATH DISTRIBUTION INC						
279 PO-120257	12/16/2011	8509	1 13-5310-0-4700-108-0000-3700-007-000 NN P			11,782.04	11,782.04
TOTAL PAYMENT AMOUNT						11,782.04 *	11,782.04
019993/00	PROPACIFIC FRESH						
278 PO-120256	12/16/2011	CHS	1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,360.35	2,360.35
278 PO-120256	12/16/2011	SPINELLI	1 13-5310-0-4700-108-0000-3700-007-000 NN P			587.47	587.47
278 PO-120256	12/16/2011	WCR	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,243.53	1,243.53
278 PO-120256	12/16/2011	OAK HILL	1 13-5310-0-4700-108-0000-3700-007-000 NN P			762.71	762.71
278 PO-120256	12/16/2011	NORTH COUNTRY	1 13-5310-0-4700-108-0000-3700-007-000 NN P			659.10	659.10
278 PO-120256	12/16/2011	DUDLEY	1 13-5310-0-4700-108-0000-3700-007-000 NN P			855.89	855.89
TOTAL PAYMENT AMOUNT						6,469.05 *	6,469.05
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
284 PO-120262	12/16/2011	180118110	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
284 PO-120262	12/16/2011	180117597	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
284 PO-120262	12/16/2011	180118633	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
TOTAL PAYMENT AMOUNT						201.30 *	201.30
011255/00	SARA LEE BAKERY GROUP						
280 PO-120258	12/16/2011	OAK HILL	1 13-5310-0-4700-108-0000-3700-007-000 NN P			255.05	255.05
280 PO-120258	12/16/2011	GYCS	1 13-5310-0-4700-108-0000-3700-007-000 NN P			57.14	57.14
280 PO-120258	12/16/2011	DUDLEY	1 13-5310-0-4700-108-0000-3700-007-000 NN P			461.90	461.90
280 PO-120258	12/16/2011	CHS	1 13-5310-0-4700-108-0000-3700-007-000 NN P			674.20	674.20
280 PO-120258	12/16/2011	NORTH COUNTRY	1 13-5310-0-4700-108-0000-3700-007-000 NN P			223.15	223.15
280 PO-120258	12/16/2011	SPINELLI	1 13-5310-0-4700-108-0000-3700-007-000 NN P			315.66	315.66
280 PO-120258	12/16/2011	WCR	1 13-5310-0-4700-108-0000-3700-007-000 NN P			308.08	308.08
TOTAL PAYMENT AMOUNT						2,295.18 *	2,295.18

81 CENTER UNIFIED SCHOOL DIST.
12162011

ACCOUNTS PAYABLE PRELIST
BATCH: 0036 121611
FUND : 13 CAFETERIA FUND

J2691 APY500 H.02.05 12/15/11 PAGE 21
<< 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				
017334/00	SEVEN UP BOTTLING CO. OF S.F.						
290 PO-120268	12/16/2011	2189610505	1 13-5310-0-4700-108-0000-3700-007-000 NN P			720.00	720.00
290 PO-120268	12/16/2011	2189610821	1 13-5310-0-4700-108-0000-3700-007-000 NN P			442.26	442.26
TOTAL PAYMENT AMOUNT						1,162.26 *	1,162.26
020462/00	STAPLES ADVANTAGE						
494 PO-120442	12/16/2011	111225023	1 13-5310-0-4300-108-0000-3700-007-000 NN P			59.20	59.20
TOTAL PAYMENT AMOUNT						59.20 *	59.20
011422/00	SYSCO OF SAN FRANCISCO						
510 PO-120879	12/16/2011	111110051/111070809	2 13-5310-0-4300-108-0000-3700-007-000 NN P			730.20	730.20
510 PO-120879	12/16/2011	111210416	2 13-5310-0-4300-108-0000-3700-007-000 NN F			2,460.57	2,378.53
510 PO-120879	12/16/2011	111140487/111151946	3 13-5310-0-4300-108-0000-3700-007-000 NN P			3,663.22	3,663.22
510 PO-120879	12/16/2011	111110051/111070809	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,645.99	1,645.99
510 PO-120879	12/16/2011	111140487/111151946	1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,614.56	2,614.56
510 PO-120879	12/16/2011	111210416	1 13-5310-0-4700-108-0000-3700-007-000 NN P			621.59	621.59
TOTAL PAYMENT AMOUNT						11,654.09 *	11,654.09
TOTAL FUND PAYMENT						76,059.12 **	76,059.12

81 CENTER UNIFIED SCHOOL DIST.
12162011

ACCOUNTS PAYABLE PRELIST
BATCH: 0036 121611
FUND : 14 DEFERRED MAINTENANCE FUND

J2691 APY500 H.02.05 12/15/11 PAGE 22
<< 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				
011374/00	CAPITOL MECHANICAL INC						
1241 PO-121049	12/16/2011	10378	1 14-0024-0-5600-106-9605-8110-007-000 NN F			2,860.00	2,860.00
1242 PO-121050	12/16/2011	10379	1 14-0024-0-5600-106-9605-8110-007-000 NN F			3,245.00	3,245.00
1390 PO-121171	12/16/2011	10377	1 14-0024-0-5600-106-9605-8110-007-000 NN F			2,045.00	2,045.00
TOTAL PAYMENT AMOUNT			8,150.00 *				8,150.00
015699/00	CLARK SECURITY PRODUCTS						
1406 PO-121184	12/16/2011	SA 07590601	1 14-0024-0-4300-106-9608-8110-007-000 NN F			435.10	435.10
TOTAL PAYMENT AMOUNT			435.10 *				435.10
017002/00	HOME DEPOT CREDIT SERVICES						
1364 PO-121146	12/16/2011	666900001 63089	1 14-0024-0-4300-106-9608-8110-007-000 NN F			171.86	171.86
TOTAL PAYMENT AMOUNT			171.86 *				171.86
TOTAL FUND PAYMENT			8,756.96 **				8,756.96
TOTAL BATCH PAYMENT			554,172.97 ***	0.00			554,172.97
TOTAL DISTRICT PAYMENT			554,172.97 ****	0.00			554,172.97
TOTAL FOR ALL DISTRICTS:			554,172.97 ****	0.00			554,172.97

Number of warrants to be printed: 118, not counting voids due to stub overflows.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum & Instruction

Date: June 15, 2011

Action Item XX

To: Board of Trustees

Information Item

From: George Tigner,
Chief Administrative Officer

Attached Pages 33

Administrator's Initials: _____

SUBJECT: Approval of the Local Educational Agency Plan Addendum

Based on data from the 2011 Adequate Yearly Progress Report and the 2010-11 Title III Accountability Report, CJUSD has been identified as Year 1 Program Improvement status. As a result, CJUSD is required to submit to CDE an addendum to our Local Educational Agency Plan which outlines an action plan that addresses the identified district and site needs.

The attached addendum was developed as a result of a review of student data and current CJUSD programs and practices and through collaboration between district and site administrators.

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve the Local Educational Agency Plan Addendum.

District Name: Center Joint USD	CD Code: 34-73973
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California Department of Education

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year, and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 23, 2012, if your LEA received a September 2011 notice letter. The Plan Addendum should:

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Based on the analysis of the following completed instructional survey tools: District Assistance Survey (DAS), Academic Program Surveys (APS) from Wilson C. Riles Middle School and Cyril Spinelli Elementary School, Inventory of Services and Supports for students with disabilities (ISS) and the English Learner's Self Survey Assessment (ELSSA), Center Joint Unified School				

District's Site Leadership Team (DSLTL) has identified the following high leverage areas to focus on to improve instructional programs:

- 1) Launch a Data System
- 2) Implement a data driven assessment system
- 3) Provide district wide structures for collaboration
- 4) Implement district wide Intervention plan
- 5) Plan Professional Development opportunities that support the district's vision for student achievement

Contributing factors to lack of success of current LEA plan are as follows:

- 1) Current LEA Plan is out of date and has not been communicated with all stakeholders.
- 2) Lack of K-12 full implementation of the standards based Board adopted core instructional materials.
- 3) Inefficient data system
- 4) Absence of district-wide guidelines for intensive and strategic intervention plans in Reading/Language Arts at elementary and secondary sites
- 5) Absence of K-12 common assessments/benchmarks in Reading/Language Arts and math for all grade levels to monitor student progress and to support appropriate placement of students based on demonstrated academic need
- 6) Lack of focused K-12 Professional Development plan to ensure teachers consistently implement all components of the core adopted curriculum and/or research based instructional strategies to meet varying needs
- 7) Lack of structured K-12 collaboration time to analyze student achievement data, monitor student progress and collectively plan instruction

Based on the analysis of the instructional survey tools, the District Leadership Team (DSLTT) has identified the following actions to address the District's fundamental teaching and learning needs:

- Purchase and implement a district-wide electronic data management system
- Develop and implement a district-wide, ongoing assessment and monitoring system which will establish standards based interim benchmark assessments
- Establish a structure and schedule for district-wide and site level collaboration that will include vertical and horizontal district-wide collaboration and provide grade level and departmental site collaboration
- Create and implement a tiered intervention program that will include early intervention, strategic intervention and intensive intervention at elementary, middle and high school.
- Create a structure for purposeful, ongoing professional development that supports student achievement by training administrators, teachers and instructional staff on using data, assessments, collaboration and intervention to meet the instructional needs of students and the achievement goals of the district.

Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

ENGLISH LANGUAGE ARTS	2011						2012			2013	
	% Tested 2010/11	% Proficient or Advanced 2010/11	GROWTH In % Proficient or Advanced 2010/11 *	Target (AMO 67%) 2010-11	Met 2011 AYP Criteria		Target (AMO 78%) 2011/12	Projected Growth 2011/12 **		Target (AMO 89.2%) 2012/13	Projected Growth 2012/13
District-All Students	99%	56.30%	-1.1	AMO 67%	NO		AMO 78%	21.70%		AMO 89.2%	11.20%
African American	99%	50%	-0.4		NO			28%			11.20%
American Indian	100%	57.50%	28.3		~			20.50%			11.20%
Asian	99%	64.40%	-2		NO			13.60%			11.20%
Filipino	99%	74.10%	7.8		~			3.90%			11.20%
Hispanic	99%	47.80%	-4.1		NO			30.30%			11.20%
Pacific Islander	100%	28.20%	-17.3		~			49.80%			11.20%
White	99%	59.90%	-0.3		NO			18.10%			11.20%
Socio-Econ. Disadvantaged	100%	48.50%	-1.97		NO			29.50%			11.20%
English Learners	100%	41.90%	-0.8		NO			36.10%			11.20%
Students w/ Disabilities	97%	31.20%	4.4		NO			46.80%			11.20%
Two or more races	100%	51.10%	-9.4		~			26.00%			11.20%

* This column represents the increase in percentage of students scoring proficient or above on the California Standards Test (CST), compared to 2009/10

** Projected Growth: the necessary increase in percentage of students scoring proficient or above on the California Standards Test (CST), in order to meet AYP targets

* This column represents the increase in percentage of students scoring proficient or above on the California Standards Test (CST), compared to 2009/10

** Projected Growth: the necessary increase in percentage of students scoring proficient or above on the California Standards Test (CST), in order to meet AYP targets

Additional Indicator - Academic Performance Index (API)					
API Growth Year	CDE Minimum API Target	CJUSD Growth API		CJUSD Growth Target	
2010/11		787	Actual	+1	Actual
2011/12	740	792	Projected *	+5	Projected
2012/13	770	797	Projected	+5	Projected
2013/14	800	800	Projected	+3	Projected
* Projection of growth to achieve minimum API score of 800 by year 2013/2014					

CJUSD Goal for Academic Achievement
<ul style="list-style-type: none"> The district and each school site will increase API by 1 point if API is over 800 and by 5 points if API is under 800 Increase percentage of students scoring Proficient or Advanced on CST

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
The District will launch a district-wide data management system to support assessments, collaboration and intervention.	District Admin	May 2012	\$6,000	Title I General Fund
District will utilize benchmark assessments in English/Language Arts and math throughout district to monitor progress toward state standards, identify gaps in learning and identify students for early intervention.	District Admin	January 2012	\$20,000	Title I General Fund
District will create ongoing, scheduled collaboration between school sites, grade levels and departments to share best practices, new ideas and results of benchmark assessments to improve student achievement.	District Admin	Beginning August 2012, ongoing	No funds, structure in place	
District will create a district-wide tiered intervention program to identify and meet the instructional needs of students needing early intervention, strategic intervention and intensive intervention.	District Admin	Beginning March 2012, implement in phases beginning August 2012	\$1,000	Title I General Fund
Administrators, teachers and instructional support staff attend ongoing training, including content, strategies, methodology and universal access components of the District's current adopted curriculum to ensure full implementation of the standards based board adopted curriculum. Site administrative walk throughs will ensure fidelity of the core curriculum.	District Admin Site Admin	Site Admin & teacher leaders begin March 2012, other teachers begin Aug 2012	\$10,000	Title I General Fund

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>District will implement data management system</p> <ul style="list-style-type: none"> The district will establish a committee that will identify site and district needs. Committee will examine and compare various data systems to determine the program that best meets the needs of the district District will purchase data management system The district will develop a protocol for the use and dissemination of data through the selected system The district will provide district admin, site admin, site teachers and support staff with initial and ongoing training on the selected data management system The components of the selected data management system will be fully implemented district-wide 	<p>District Admin</p> <p>Superintendent</p> <p>District Admin Site Admin</p> <p>District Admin Academic Coach</p> <p>District Admin</p>	<p>December 2011</p> <p>February 2012</p> <p>May 2012</p> <p>May 2012</p> <p>May 2012</p>	<p>\$6,000 (see pg 7)</p>	<p>Title I General Fund</p>
<p>District will implement a district-wide, data driven assessment protocol for the creation and implementation of uniformed benchmark assessments</p> <ul style="list-style-type: none"> District will establish an English/Language Arts Curriculum Committee and a Mathematics Curriculum Committee that consists of K-12 educators Curriculum Committees will identify and vertically align English/Language Arts and math Power 	<p>District Admin Academic Coach</p> <p>Curriculum Comm Academic Coach</p>	<p>January 2012</p> <p>December 2012</p>	<p>\$20,000 (see page 7)</p>	<p>Title I EIA General Fund</p>

<p>Standards</p> <ul style="list-style-type: none"> • District Curriculum Committees will unwrap the standards, analyzing the indicators to determine skills and concepts students need to know. • District Curriculum Committees will develop district-wide benchmark assessments that are uniformed from site to site • District Curriculum Committees will define goals for improvement, establish assessment protocol, monitoring system and timelines • Teachers, administrators and instructional support staff will receive initial and ongoing training on established assessment protocol 	<p>Curriculum Comm. Academic Coach</p> <p>Curriculum Comm. Academic Coach</p> <p>Curriculum Comm. Academic Coach</p> <p>Academic Coach</p>	<p>May 2013</p> <p>May 2013</p> <p>May 2013</p> <p>May 2013</p>		
<p>District will provide district wide structures for collaboration</p> <ul style="list-style-type: none"> • District or site administration will provide for guided collaboration with an organized outline and expected outcomes, using data to frame topics around the results of benchmarks, new ideas and best practices with the goal to improve instruction resulting in student achievement. • District will develop a structure for vertical collaboration between the high school and middle school and between the middle school and the intermediate elementary grades. This vertical collaboration will occur once per semester/ twice each school year. • District will develop a structure for horizontal grade alike collaboration between elementary schools. This horizontal collaboration will occur once per semester/twice each school year • Site level collaboration by grade level and 	<p>District Admin Site Admin</p> <p>District Admin</p> <p>District Admin</p> <p>Site Admin</p>	<p>August 2012, ongoing</p> <p>August 2012</p> <p>August 2012</p> <p>August 2012</p>	<p>No funds, structure in place</p>	

<p>departments will occur at minimum 3 times per semester or 6 times each school year.</p> <p>District will implement a district-wide tiered intervention program</p> <ul style="list-style-type: none"> • District will establish an Intervention Committee that consists of K-12 educators representing English/Language Arts and math to plan and develop a district-wide tiered intervention program for elementary through secondary students in the areas of English/Language Arts and math. • Intervention Committee to establish tiered intervention structure that will provide strategic and intensive intervention to EL students, students with disabilities and other students performing below grade level. • Intervention Committee to establish protocol for identification and entrance and exit criteria • Master schedules to be developed at middle school and high school to provide strategic and intensive intervention courses in English/Language Arts and math for all identified students based on the identification protocol. • Teachers and administrators will receive initial and ongoing training on the established intervention protocol • Teachers, administrators and instructional support staff will receive ongoing training on classroom interventions 	<p>District Admin Academic Coach</p> <p>Intervention Committee Academic Coach</p> <p>Intervention Committee Academic Coach</p> <p>District Admin Site Admin</p> <p>Academic Coach</p> <p>District Admin Academic Coach Site Admin</p>	<p>March 2012</p> <p>March 2012</p> <p>March 2012</p> <p>Middle School Jan 2012, High School 2012</p> <p>August 2012</p> <p>August 2012</p>	<p>\$1000</p>	
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<p>District will plan Professional Development opportunities that support district's vision for student achievement</p> <ul style="list-style-type: none"> • District will identify Professional Development needs • District will structure a schedule enabling administrators, teachers and support staff to participate in initial and ongoing professional development opportunities • District will contract with outside agencies as needed to provide relevant, up to date, professional development • District will survey participants and provide additional professional development opportunities as needed 	<p>District Admin Academic Coach Site Admin</p>	<p>December 2011</p>	<p>\$54,000</p>	<p>Title I EIA General Fund</p>
	<p>District Admin Academic Coach Site Admin</p>	<p>August 2012</p>		
	<p>District Admin Academic Coach Site Admin</p>	<p>Beginning August 2012, ongoing</p>		
	<p>Academic Coach</p>	<p>Beginning August 2012, ongoing</p>		

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.				
Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Teachers and administrators will be trained on the components of the data management system including how to analyze reports, create assessments and use data to drive instruction.	District Admin Academic Coach Site Admin	May 2012	\$6,000	Title I GeneralFund
Teachers and administrators will receive initial and ongoing training on district wide benchmark assessments and protocols	District Admin Academic Coach Site Admin	May 2013	\$20,000	Title I GeneralFund
Teachers and administrators will receive initial and ongoing training on the established tiered intervention system, intervention protocols and utilizing classroom interventions to meet instructional needs	District Admin Academic Coach Site Admin	August 2012	\$1,000	Title I GeneralFund
Teachers and administrators will attend ongoing professional development, including content, strategies and methodology on the district's adopted curriculum with emphasis on utilizing the universal access components <ul style="list-style-type: none"> • Open Court (K-5) • HSP Math (K-5) • Avenues (K-5) • Pearson Literature (6-12) • Glencoe Mathematics (6-8) • CPM Math (9-12) 	District Admin Academic Coach Site Admin	Site Admin and Teacher leads beginning March 2012, other teachers beginning Aug 2012	\$10,000	Title I GeneralFund

Teachers and administrators district wide will be trained on and implement the instructional practices of the High Quality First Instruction Program.	District Admin Academic Coach Site Admin	Beginning Aug 2012, completed May 2013	\$15,000	Title I GeneralFund
Teachers, administrators and instructional support staff will be provided training on SDAIE strategies, providing instructional support for EL students	District Admin Academic Coach Site Admin	Admin training April 2012, Teaching staff May 2013	\$1,000	EIA Title III
Teachers and administrators will receive training in differentiating instruction to meet the instructional needs of struggling learners, students at grade-level and high achievers.	District Admin Academic Coach Site Admin	May 2013	\$1,000	Title I GeneralFund
Teachers and administrators will receive initial and ongoing training on district-wide instructional strategies <ul style="list-style-type: none"> • Marzano's Vocabulary • Depth & Complexity Icon System 	District Admin Academic Coach Site Admin	Marzano's January 2012 Depth & Complexity May 2012	No funds	Title I GeneralFund

6. English Learners

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

If Title I only:	Complete 6b
If Title III Year 1:	Complete 6b
If Title III Year 2 or 3:	Title III Year 2 Plan in CAIS
If Title III Year 4 or 4+:	Title III Year 4 Plan in CAIS

a. *Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).*

A. Analysis of data based on CELDT, CST, CMA, CAPA, and CAHSEE, and problems found.

The Center Joint Unified School District has not met AMAO 3 in English/Language Arts for 2 consecutive years (2008-09 and 2009-10) and math for 1 year (2009-10).

Data shows that high numbers of 2nd-8th grade EL students scoring Intermediate and Proficient on CELDT score Basic and below on the CST in the areas of ELA and math. On the ELA CST, 63% of Intermediate EL students scored Basic or below and 61% of Proficient EL students scored Basic or below. On the math CST, 48% of Intermediate EL students scored Basic or below and 52% of Proficient EL students scored Basic or below. On CST ELA, more EL students at the Intermediate and Proficient levels of CELDT score at Basic or below than score at Proficient or above. Intermediate EL students fare slightly better on CST math than CST ELA with more Intermediate students scoring Proficient or above versus Basic or below. However, more EL Proficient students score Basic or below in CST math than those who score Proficient or above.

CELDT data reveals that only 25% (48 of 188) Intermediate level EL students district-wide and only 21% (18 of 84) Early Advanced/Advanced Not English Proficient students are making adequate progress in acquiring language as measured by CELDT. Data indicates a significant number of EL students are stalling at the Intermediate and Early Advanced-not Proficient levels of CELDT and not making progress on CST. The growth of Beginners and Early Intermediates on CELDT was below the state's average growth. We recognize the need for all EL students to make adequate, measurable progress on both the CELDT and CST.

CST-ELA

EL Students at the Intermediate Level on CELDT, grades 2-8

- 37% (55 students) of Intermediate students scored Proficient or Advanced on CST ELA.
- 63% scored Basic or below on CST for ELA; 45% (67 students) scored Basic, 15% (22 students) scored Below Basic, 3% (5 students) scored Far Below Basic.
- Eight Intermediate level EL students took CMA ELA. None took CAPA.

EL Students at the Proficient Level on CELDT, grades 2-8

- 39% percent (25 students) of Proficient students scored Proficient or Advanced on CST in ELA.

- 61% percent scored Basic or below on the ELA CST; 40% (25 students) scored Basic, 16% (10 students) scored Below Basic, 5% (3 students) scored Far Below Basic.
- Five Proficient level EL students took CMA ELA. None took CAPA.

R-FEP Students, grades 2-8

- 68% (215 students) of R-FEP students scored Proficient or Advanced on CST in ELA.
- 29% (91 students) of R-FEP students scored Basic on CST ELA.
- 4% (13 students) of R-FEP students scored Below Basic on CST ELA.
- None scored Far Below Basic on CST ELA.

CST-MATH

EL Students at the Intermediate Level on CELDT, grades 2-8

- 53% (77 students) of Intermediate students scored Proficient or Advanced on CST Math.
- 48% scored Basic or below on CST for math; 34% (49 students) scored Basic, 13% (19 students) scored Below Basic, less than 1% (1 student) scored Far Below Basic.
- Six Intermediate level EL students took math CMA. None took CAPA.

EL Students at the Proficient Level on CELDT, grades 2-8

- 48% (29 students) of Proficient students scored Proficient or Advanced on CST Math.
- 52% scored Basic or below on CST for math; 27% (16 students) scored Basic, 22% (13 students) scored Below Basic, 3% (2 students) scored Far Below Basic.
- Five Proficient level EL students took CMA math. None took CAPA.

R-FEP Students, grades 2-8

- 59% (186 students) of R-FEP students scored Proficient or Advanced on CST in math.
- 26% (83 students) of R-FEP students scored Basic on CST math.
- 13% (42 students) of R-FEP students scored Below Basic on CST math.
- 2% (6 students) of R-FEP students scored Far Below Basic on CST math.

CELDT data reveals that over 50% of EL students in the Beginning and Early Intermediate levels meet annual growth targets with 75% of Early Advanced/Advanced English Proficient students meeting annual growth targets. Conversely, only 25%, or 48 of 188 Intermediate level EL students district-wide and only 21%, or 18 of 84 Early Advanced/Advanced Not English Proficient students meet annual growth targets.

At the high school level, 28% (5 students) of 10th grade EL students passed the ELA portion of the CAHSEE, none achieved proficiency. In math, 28% (5 students) passed the CAHSEE, with 28% (5 students) achieving proficiency. Students not passing the CAHSEE show that the largest group has been in U.S. Schools 0-3 years. Of the 10th grade group in U.S. schools 6 years or more, 1 student did not pass CAHSEE ELA and 2 students did not pass CAHSEE math. The R-FEP 10th graders are successful on CAHSEE ELA and math with 33% passing and 67% scoring proficient in ELA and 24% passing and 70% scoring proficient on math.

B. Strengths and weaknesses of current plan:

The **STRENGTHS** of the CJUSD Title III LEA Plan include the following:

- Schools collect and analyze student work samples, teacher practices, standardized test and other sources of data beyond

CELDT to determine student's progress toward proficiency

- There is an emphasis on writing in the elementary, middle and high school. Teachers implement writing using organizational mapping, journals, quick writes, writing stems and poetry. The district writing assessment provides teachers with prompts, rubrics and samples in grades K-12. This assessment reveals use of conventions, grammar and punctuation.
- 9th grade EL students scoring Basic or below on ELA CST enrolled in English Intervention class targeting vocabulary development, reading comprehension, writing skills
- Each EL learner in grades K-5 has an English Proficiency Progress Report defining their CELDT level. It is completed three times a year in addition to the regular report card and contains benchmarks in reading writing, listening and speaking.
- Each site represented at DELAC Meetings with parents and site staff in attendance
- EL core curriculum taught during dedicated 30 minute daily instructional period
- District EL Coordinator supports elementary sites
- New math curriculum has a strong EL support component
- EL paraprofessionals at every site
- EL Tutorial classes at middle school and high school to support EL students in academic classes
- All beginning level EL students have daily paraprofessional support
- District EL Center teamed with district Family Resource Center which offers adult English classes and interpreters

Areas of **WEAKNESSES** in structure and implementation of the CJUSD Title III LEA Plan include the following:

- District level Professional Development opportunities have significantly decreased, including elimination of CTCL opportunities
- Intermediate Level EL students scoring Basic on CST, have not been consistently identified for intervention opportunities
- Supplemental EL curriculum support for Open Court (ELA) pulled by state and not replaced, SDAIE strategies not fully implemented in ELA.
- Math curriculum is heavy on vocabulary, classroom teachers not fully utilizing EL support resources in math, SDAIE strategies not fully implemented in math
- Low participation rate of EL students in 8th grade Algebra
- Extra support from site EL teachers reduced at four sites due to budget cuts
- Due to increasing numbers of students and decreasing numbers of teachers, grouping for the Avenues ELD curriculum is often multi-grade level resulting in students receiving repeated Avenues lessons
- More intensive monitoring needed for R-FEP students

C. Identify and describe factors contributing to failure to meet AMAOs

- Through observation, walkthroughs and classroom assessments, it appears that consistent progress is lacking on CELDT and CST in math and ELA due in part to the following: SDAIE strategies do not seem to be used consistently, the EL component of the math curriculum and EL supplement for ELA has not been fully implemented, district professional development opportunities have been drastically cut due to budgetary issues, extra support from site elementary EL teachers drastically reduced due to budgetary issues
- Schools are lacking a formal plan to identify those students who are in the same CELDT level two or more years, in particular Beginners and Intermediate students. Data reveals that all schools do not have specific interventions in place for students not progressing to the next CELDT level after two or more years.

- Data shows significant numbers of Intermediate, Early Advanced and Advanced EL students consistently scoring Basic on CST ELA and/or CST math, yet the intervention they are receiving is not explicit in terms of meeting the specific needs of students based on CST weaknesses. Schools are lacking a formal plan to monitor and assess the progress of the EL subgroup in ELA and math, thus the absence of a specific, definite student intervention plan.
- According to administrator interviews, a formal, consistent plan for monitoring progress and assessment data for R-FEPs not meeting proficiency does not exist at all schools. Each school needs to take an active role in identifying R-FEPs at each grade level by reviewing CST data to design and implement intervention.
- Data reveals high school EL students are not achieving the expected level of proficiency on the CAHSEE. According to administrator interviews, EL students are not enrolling in the CAHSEE prep classes offered.
- Personnel records reveal CTEL authorization is lacking at high school level.
- Teacher feedback indicates low level of parental involvement in the educational plan of EL students may contribute to lack of student engagement.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate
Describe scientifically based strategies to improve academic achievement in reading/language arts (RLA) - (AMA03)			
Objective: Increase the performance level of EL students in Reading/Language Arts through improved classroom instruction	8/11-5/12	Site Administrators, Classroom Teachers, District EL Coordinator	No funds required
Walkthroughs used to observe use of SDAIE strategies in lessons	Monthly 3/11-5/12	Site Admin	
Walkthroughs used to observe students actively engaged in district adopted curriculum	Monthly 3/11-5/12	Site Admin	

Provide teacher with feedback on classroom instruction, identify and provide opportunities for professional growth	Monthly 3/11-5/12	Site Admin		
District EL Coordinator to support one classroom per week at each school site through classroom push-in and by providing supplemental resources to support EL students in Reading/Language Arts	Weekly 8/11-5/12	District EL Coordinator		
Objective: Make ELA curriculum more accessible to EL students through differentiated instruction	3/11-5/12	Site Administrator, Classroom Teachers	\$1000 General Fund	
Implement Depth & Complexity critical thinking strategies in K-12 classrooms	3/11-5/12	Site Administrator, Classroom Teacher		
Train K-12 staff and administrators	3/11-5/11	District Academic Coach		
Implement Depth & Complexity	8/11-5/12	Classroom Teachers		
Verify implementation through monthly walkthroughs	monthly 8/11-5/12	Site Administrator		
Analyze student work samples every six weeks	8/11-5/12	Classroom Teachers		

Implement Academic Vocabulary Instruction in K-12 classrooms	8/11-5/12	Site Administrator, Classroom Teacher	\$1000 General Fund	
Create academic content vocabulary lists	2/11-5/11	Teachers		
Train K-12 staff and administrators	9/11-12/11	District Academic Coach		
Implement Academic Vocabulary	9/11-12/11	Classroom Teachers		
Verify implementation through monthly walkthroughs	12/11-5/12 monthly	Site Administrator		
Analyze student work samples every six weeks	12/11-5/12	Classroom Teachers		
Objective: Writing lessons will provide EL students with instruction and practice opportunities to develop fundamental skills in sentence structure and grammar to support grade level writing progress		Site Administrators, Classroom Teachers, District EL Coordinator	No funds required	
Writing activities may include the following; organizational mapping, journals, quick writes, writing stems, poetry, sentence/paragraph frames, graphic organizers	Weekly 3/11-5/12	Classroom Teachers		

Administer District Writing Assessment	Fall 2011 & Spr. 2012	Site Administrator, District Academic Coach, Classroom Teacher		
Monitor progress using grade level District Writing Rubric	Monthly 3/11- 5/12	Classroom Teachers		
Objective: Identify 2nd-8th grade EL students who are not making adequate progress in the area of Reading/Language Arts and provide appropriate, targeted intervention	9/11-5/12	Site Administrators, Classroom Teachers, District EL Coordinator, Title I	No funds required	
1. Identify EL students who are scoring Intermediate and Early Advanced, Not Proficient on CELDT and scoring Basic or below on CST ELA to create individualized intervention	8/11-10/11	Site Administrator District EL Coordinator		
Gather baseline data using assessments, skills inventory or other means	8/11-10/11	Classroom Teacher District EL Coordinator		
Create and implement individualized plan which may include the following: speaking & listening strategies, workshop, small group instruction, modifications, support classes	Every 6 wks 9/11-5/12	Classroom Teacher District EL Coordinator		
Utilize district EL Coordinator to assess and support intervention plans	9/11-5/12 scheduled as needed	Site administrator classroom Teacher		
Monitor student progress every 6 weeks and adjust intervention plan accordingly	Every 6 wks 9/11-5/12	Classroom Teacher		
2. Identify R-FEP students who are scoring Basic on CST ELA to create individualized intervention	8/11-10/11	Site Administrators, Classroom Teachers, District EL Coordinator	no funds required	

Gather baseline data using assessments, skills inventory or other means	8/11-10/11	Classroom Teacher		
Create and implement individualized plan which may include the following: speaking & listening strategies, workshop, small group instruction, modifications, support classes	Every six weeks 9/11-5/12	Classroom Teacher		
utilize district EL Coordinator to assess and support intervention plans	9/11-5/12 scheduled as needed	Classroom Teacher and District EL Coordinator		
Monitor student progress every 6 weeks and adjust intervention plan accordingly	Every 6 wks 9/11-5/12	Classroom Teacher		
Objective: Identify EL students who have not passed the ELA portion of the CAHSEE and provide appropriate, targeted intervention	8/11-5/12	Chief Administrative Officer, Site Administrator	\$4000 EIA funds	
CAHSEE prep course will be available to 10th-12th grade EL students	8/11-5/12			
Utilizing CAHSEE scores from 1st CAHSEE attempt, 10th grade EL students who have failed the ELA section of CAHSEE are placed into CAHSEE prep course for ELA support	1/12-5/12 Semester 2			
11th and 12th grade EL students who have failed the ELA section of CAHSEE are placed into CAHSEE prep course for ELA support	8/11-12/11 Semester 1, 1/12-5/12 Semester 2			

Describe scientifically based strategies to improve academic achievement in mathematics (AMA03)			
Objective: Increase the performance level of EL students in mathematics through improved classroom instruction	8/11-5/12	Site Administrators, Classroom Teachers, District EL Coordinator	no funds required
Walkthroughs used to observe use of SDAIE strategies in lessons	Monthly 3/11-5/12	Site Administrator	
Walkthroughs used to observe students actively engaged in district adopted curriculum	Monthly 3/11-5/12	Site Administrator	
Provide teacher with feedback on classroom instruction, identify and provide opportunities for professional growth	Monthly 3/11-5/12	Site Administrator	
District EL Coordinator to support one classroom per week at each school site through classroom push-in and by providing teachers with supplemental resources to support EL students in math	Weekly 8/11-5/12	District EL Coordinator	
Objective: Make math curriculum more accessible to EL students through differentiated instruction	3/11-5/12	Site Administrator, Classroom Teachers	\$1000 General Fund

Implement Academic Vocabulary Instruction in K-12 classrooms	8/11-5/12	Site Administrator, Classroom Teacher		
Create academic content vocabulary lists	8/11-5/12	Classroom Teachers		
Train K-12 staff and administrators	9/11-12/12	District Academic Coach		
Implement Academic Vocabulary Instruction	9/11-12/11	Classroom Teachers		
Verify implementation through monthly walkthroughs	Monthly 12/11-5/12	Site Administrator		
Analyze student work samples every six weeks	Every six weeks 12/11- 5/12	Classroom Teachers		
Support EL learners in the area of math by fully implementing adopted math curriculum through the universal access components		Site Administrator, Classroom Teachers	no funds required	
Verify implementation through monthly walkthroughs	Monthly 1/11- 5/12			
Analyze student work samples every six weeks	Every 6 wks 1/11-5/12	Classroom Teachers		
Objective: Identify 2nd-8th grade EL students who are not making adequate progress in the area of mathematics and provide appropriate, targeted intervention	9/11-12/11	Site Administrators, Classroom Teachers, District EL Coordinator, Title I coordinator	no funds required	
1. Identify EL students who are scoring Intermediate and Early Advanced, Not Proficient on CELDT and scoring Basic or below on CST Math to create individualized intervention	8/11-10/11	Classroom Teachers		

Gather baseline data using assessments, skills inventory or other means	8/11-10/11	Classroom Teacher, District EL Coordinator		
Create and implement individualized plan which may include the following: mathematical reasoning, workshop, small group instruction, modifications, support classes	9/11-5/12 Every six weeks	Site Administrator, Classroom Teacher		
utilize district EL Coordinator to assess and support intervention plans	9/11-5/2 scheduled as needed	Classroom Teacher		
Monitor student progress every 6 weeks and adjust intervention plan accordingly	Every 6 weeks 9/11-5/12	Classroom Teacher		
2. Identify R-FEP students who are scoring Basic on CST mathematics to create individualized intervention	8/11-10/11	Site Administrator, District EL Coordinator		
Gather baseline data using assessments, skills inventory or other means	8/11-10-11	Classroom Teacher		
Create and implement individualized plan which may include the following: mathematical reasoning, workshop, small group instruction, modifications, support classes	Every 6 weeks, 9/11-5/12	Classroom Teacher, EL Coordinator		
Utilize District EL Coordinator to assess and support intervention plans	9/11-5/12 scheduled as needed	Classroom Teacher		
Monitor student progress every 6 weeks and adjust intervention plan accordingly	Every 6 weeks, 9/11-5/12	Classroom Teacher		
Objective: Identify EL students who have not passed the math portion of the CAHSEE and provide appropriate, targeted intervention		Chief Administrative Officer, Site Administrator	\$4000.00 EIA funds	

1.CAHSEE prep course will be available to 10th-12th grade EL students	8/11-5/12	Site Administrator, School Counselors		
Utilizing CAHSEE scores from 1st CAHSEE attempt, 10th grade EL students who have failed the math section of CAHSEE are placed into CAHSEE prep course for math support	1/12-5/12 Semester 2	Site Administrator. School Counselors		
11th and 12th grade EL students who have failed the math section of CAHSEE are placed into CAHSEE prep course for math support	8/11-12/11 Semester 1, 1/12-5/12 Semester 2	Site Administrator. School Counselors		
Describe scientifically based professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs:				
Objective: Coordinate district-wide professional development to focus on effective instructional strategies for English Learners				
1. Establish an EL Committee consisting of teacher representatives from each site, district EL Coordinator, district Academic Coach, district Categorical Specialist to meet quarterly to collaborate on instructional strategies, share resources and create professional development plans	4/11-5/12	Chief Administrative Officer, District Categorical Program Specialist, District Academic Coach		

Establish committee	11-Apr	District Categorical Program Specialist		
Quarterly committee meetings to collaborate, share out with committee, share out with site, next steps	9/11, 12/11, 3/12, 5/12	District Categorical Program Specialist		
2. Conduct monthly classroom walkthroughs	monthly 8/11/5/12	Site Administrators with support from District EL Coordinator		
Observe EL strategies in lessons				
Provide reflective feedback				
Assess need for additional professional development				
3. Monthly mini lessons presented in staff meetings to provide practical EL teaching strategies. Topics include but are not limited to the following: SDAIE strategies, reteaching, differentiating instruction, monitoring student progress, intervention	monthly 8/11/5/12	Site administrators, District EL Coordinator		
4. District wide focus on Building Academic Vocabulary in K-12 classrooms	8/11-5/12	Chief Administrative Officer, District Academic Coach		
Create academic content vocabulary lists on all content areas	2/11-5/11	Grade level/dept teachers		
Inservice K-12 staff and administrators on Robert Marzano's 6-Step process of teaching targeted vocabulary	10 Training sessions 9/11-12/11	District Academic Coach		

Program implementation in K-12 classrooms	8/11-5/12	Site administrators, classroom teachers	
Verify implementation through monthly walkthroughs	monthly 8/11/5/12	Site administrators	
Analyze student work samples every six weeks	Every 6 wks 8/11-5/12	Classroom Teachers	
5. District wide focus on differentiating content using the Depth & Complexity Icon System in K-12 classrooms	3/11-5/12	Chief Administrative Officer, District Academic Coach	
Inservice K-12 staff and administrators on Depth & Complexity approach	10 Training sessions 3/11-5/11	District Academic Coach	
Program implementation in K-12 classrooms	8/11-5/12	Site Administrators, classroom teachers	
Verify implementation through monthly walkthroughs	monthly 8/11/5/12	Site Administrators	
Analyze student work samples every six weeks	Every 6 wks 8/11-5/12	Classroom Teachers	

Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.			
Objective: Promote student success through parent involvement by providing timely information and offering relevant training to parents on the following topics: student achievement, academic expectations and support services		Chief Administrative Officer, District Categorical Program Specialist, District EL Coordinator, Site Administrators Classroom Teachers	
1. Promote parent participation in ELAC and DELAC meetings	Quarterly	District EL Coordinator, Site Administrators	
Offer communication with EL families in Spanish, Russian and Punjabi which may include translated handbooks, documents, flyers, event invites	Monthly	Site administrators, District EL Coordinator	
Oral messages sent out through the auto-dialer	Monthly 8/11-5/12	Site administrators, District EL Coordinator	
Utilize Language Line	As needed 8/11-5/12	Site administrators, District EL Coordinator	
Personal phone call invites, flyers	Quarterly 8/11-5/12	Site administrators, District EL Coordinator	
2. Provide parents with strategies to increase their children's success in R/LA and math through presentations at DELAC and ELAC meetings and during discussions at parent/teacher conferences.	Quarterly 8/11-5/12	Site administrators, District EL Coordinator	

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7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Elementary students with intensive and strategic needs as determined by local assessments and CST may participate in extended learning through Intervention programs provided outside of the school day to address students' needs in math and ELA, specifically, decoding, fluency, comprehension and literary analysis.	Site Administrators	Weekly	52,000	General Fund, Site Title I Funds
Middle schoolers needing additional academic support may participate in Husky Help Hours offered weekly before and after school. Additionally, middle school teachers hold office hours before and after school to provide additional academic support.	Site Administrators	Weekly	\$31,000	Site Title I Funds
Students of the comprehensive high school may participate in the after school Tutoring Program and/or the Credit Recovery class.	Site Administrator	Daily	30,000	General Fund
Students at the continuation high school may participate in before school or after school tutoring offered daily.	Site Administrator	Daily	15,000	General Fund
Summer School for high school students	District Administrator (C & I Dept), Site Administration	Summer	\$35,000	General Fund

8. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
District and school sites communicate and invite parents to participate in district/site events, fieldtrips, performances, meetings and other activities utilizing the following; autodialer, district blog, Facebook, school site marquees, district website, site websites and teacher websites, newsletters and community newspapers.	District Administrators, Site Administrators, Site Teachers	Ongoing; daily, weekly, monthly	\$11,000 autodialer	General Fund
Sites invite parent participation in School Site Council, English Learner Advisory Committee Meetings, school site tours and other site parent meetings	Site Administrators	Monthly, bimonthly, quarterly	\$200/site	Site funds
School Sites invite parent participation in PTA/ PTC and Booster Club organizations	Site Administrators	Monthly		No district funds
School Sites communicate State Standards, grade level report cards and curriculum information through district flyers, teacher newsletters, websites, student planners and syllabi. Curriculum is available for review at Back to School Night, parent conferences, school site offices and the Curriculum & Instruction Department.	District Administrator (C&I Dept), Site Administrators, Teachers	Beginning of each school year, ongoing as needed	\$5000	Site funds
Title I Schools utilize parents to develop School Parental Involvement Policy. Parents are invited to annual meeting to inform students of Title I program components and eligibility. Parents are provided with Parental Involvement Policy, School Compact and resources to help parents work with their children.	Title I School Administrator	Annual and ongoing meetings	\$200/site	Title I Funds
Center Adult School provides Parenting Classes, English as a Second Language and GED Preparation Courses.	District Administrator, Adult Education Program Coordinator		134,000	Adult Education Funds

District invites parent participation in triannual District English Language Advisory Committee Meetings	District Administrator, District EL Coordinator	Triannual	\$200	Title III funds
District invites parent participation in monthly Superintendent's Parent Advisory Committee	Superintendent	Monthly	\$50	General Fund
District will reestablish District Advisory Committee	Coordinator of Categorical Programs	Beginning Sept 2012, held triannually	\$500	General Fund

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Center Joint Unified School Distirct

County District Code: 34-73973

Date of Local Governing Board Approval: January 18, 2012

District Superintendent: Scott A. Loehr

Address: 8408 Watt Avenue	City: Antelope	Zip Code: 95843
Phone: (916) 338-6409	FAX: (916) 338-6411	E-mail: sloehr@centerusd.org

Signatures:


On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:

Scott A. Loehr, Superintendent

Date

Nancy Anderson, Board President

Date


Tami JBeily, Title III Coordinator
Categorical Program Specialist

1-6-12

Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: 01/18/12

Action Item X

To: Board of Trustees

Information Item

From: Jeanne Bess 
Director of Fiscal Services

Attached Page 5

SUBJECT:

**Certification of Corrective Actions
For the 2010/11 Audit Findings**

At the December 14, 2011 meeting, the Board was presented the audit report for fiscal year ending June 30, 2011. Now, corrective action will need to be implemented and followed in the ensuing years for the two audit findings that were included in the 2010/11 audit.

Finding 2011-1 addresses the deficit spending within the General Fund. Finding 2011-2 addresses Student Body expenditure procedures at Center High School.

Recommendation: That the Board certify the corrective action as described.

XV-B

**CERTIFICATION OF CORRECTIVE ACTION
2010/11 AUDIT FINDINGS AND RECOMMENDATIONS**

Center Unified School District

2010/11 Certification of Corrective Action is hereby filed by the governing board of the school district.

Clerk/Secretary of the Governing Board

Date of Meeting

2010/11 Certification of Corrective Action:

The Superintendent certifies that all corrective action(s) specified in the attached page(s) have been reviewed by the district's governing board and assures that corrective procedures have been implemented and will be used in the ensuing years.

District Superintendent

Date

For additional information:

Contact: Jeanne Bess

Phone: 338-6302

Submit the Certification of Corrective Action Form by March 15, 2012 to:

Sacramento County Office of Education
Atten: Debbie Honsa-Holden
P.O. Box 269003
Sacramento, CA 95826-9003

2010-11 AUDIT FINDING CORRECTIVE ACTION

DISTRICT: Center Unified School District

FINDING CATEGORY/NUMBER: Miscellaneous - #60000

FINDING: General Fund Deficit Spending **PAGE:** 73

Describe below specific corrective action used in resolving audit finding:

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. **You will need to provide all documentation** which supports the specific action taken toward resolving the finding: i.e. copies of amended reports, corrective action plans, written procedures, agendas of staff inservices, etc.

Attach all pertinent documentation. No. of attachments for this finding:

The deficit spending and resulting decrease in ending fund balance has occurred during the audited year due to unstable State revenues and reductions to staff and programs that do not equal the revenue shortfalls. Some of this action was intentional in nature to reduce the need in staffing levels and programs. However, the continuation of the practice of deficit spending will eventually jeopardize the District's ability to maintain the required economic reserve.

Effective immediately, any increases in expenditures will only be allowed if there is a revenue stream to cover the expense. A complete review of the budget is conducted at Interim Report time which takes place 3 times a year. Every effort will be made to eliminate deficit spending while recognizing that many reductions are subject to negotiations. In addition, all nonessential expenditures have been halted as a way of reducing current budgeted expenditures.

While the District has its required 3% reserve, in these economic times, the 3% is considered a minimum to cover our needs. All programs and staffing will be subject to evaluation to ensure the best education for our students while maintaining our fiscal stability.

CENTER JOINT UNIFIED SCHOOL DISTRICT
SUMMARY OF FINDINGS AND QUESTIONED COSTS

JUNE 30, 2011

Section II - Financial Statements Findings

2011 - 1 - GENERAL FUND DEFICIT SPENDING - 60000

Specific Requirement That Was Not Complied With: Sound business practices suggest a balanced budget is a basic budgetary constraint intended to ensure that a government does not spend beyond its means. At a minimum, balance should be defined to ensure that a government's use of resources for operating purposes does not exceed available resources over a defined budget period.

Finding: The District General Fund balance decreased \$2.2 million (37%) in 2009-2010 and \$48 thousand in 2010-2011. Additionally, the District adopted a budget for 2011-2012 which included additional deficit General Fund spending of \$294 thousand. If deficit spending continues it will become difficult for the District to meet obligations without additional borrowing or significant staff and program reductions.

Effect: Although the District's available reserves at June 30, 2011 exceed the amount recommended by the State, if deficit spending continues, it may become difficult for the District to maintain reserves of 3% of General Fund total outgo.

Recommendation: We recommend the District continuously monitor actual expenditures against budgeted 2011-2012 appropriations. Additional expenditure reductions must be identified and no increase in expenditures should be approved unless an expenditure reduction is realized in a different area or unexpected revenue is realized. If budgeted revenues are not received, appropriate expenditure reductions must be made to prevent further increases in deficit spending.

District Response: Current economic conditions make maintaining a balanced budget a challenge. The District is working to eliminate deficit spending with the reduction of expenditures. However, many of these expenditures are subject to negotiations. Whenever possible, nonessential expenditures are halted as a way of building up available reserves to be used in a future year when funding levels are unexpectedly adjusted downward. Restricted programs are reviewed and used to best serve the student's needs. Unrestricted funds are used to supplement valuable District programs. We will continue to closely watch and review the current expenditure trends.

2010-11 AUDIT FINDING CORRECTIVE ACTION

DISTRICT: Center Unified School District

FINDING CATEGORY/NUMBER: Internal Controls - #30000

FINDING: Associated Student Body (ASB) **PAGE:** 74

Describe below specific corrective action used in resolving audit finding:

Specifically address each individual item within the finding. Be certain that your responses are clear and concise. You will need to provide all documentation which supports the specific action taken toward resolving the finding: i.e. copies of amended reports, corrective action plans, written procedures, agendas of staff inservices, etc.

Attach all pertinent documentation. No. of attachments for this finding:

Center High School Associated Student Body is required to obtain approval for each expenditure by: 1.) an employee or official of the school district designated by the governing board; 2.) the certificated employee who is the designated adviser of the student body organization and; 3.) a representative of the student body organization. This was not done consistently.

Each month the bank reconciliation is sent to the District office for review. At least once each year, we do our own internal audit of the authorizations from students, signatures, dates and dollar amounts. At the time of our audit, we are shown minutes of student body meetings, including the vote for expenditures, invoices, and check logs. The site uses the FCMAT manual for Student Body guidelines as a reference manual. Our procedure for internal audits will be increased in both depth and frequency at the high school. As a final step, if necessary, the district will require that approval for each expenditure be made by the Director of Fiscal Services prior to any action being taken.

CENTER JOINT UNIFIED SCHOOL DISTRICT
SUMMARY OF FINDINGS AND QUESTIONED COSTS

JUNE 30, 2011

Section II - Financial Statements Findings (Concluded)

2011 - 2 - ASSOCIATED STUDENT BODY (ASB) DISBURSEMENTS - 30000

Specific Requirement That Was Not Complied With: California Education Code Section 48933(b) requires each expenditure of student body funds be subject to approval of each of the following three persons: an employee or official of the school district designated by the governing board, the certificated employee who is the designated adviser of the particular student body organization and a representative of the particular student body organization.

Finding: During our testing of ASB account disbursements at Center High School we found appropriate approvals were not obtained consistently.

Effect: By circumventing internal controls over proper use and disbursements of ASB funds, unauthorized disbursements, including employee misappropriations may be made and go undetected. As the trustee of the ASB funds, the District may be held responsible for any losses that may occur.

Recommendation: We recommend the District implement the approval process as required and not allow reimbursements or disbursements for purchases without prior approval from the three designated individuals.

District Response: The District acknowledges that a number of transactions selected did not have all the appropriate approvals. We will redouble our efforts to increase our internal audits to check specific expenditures for the proper authorizations. In addition, we will suggest that the high school find appropriate workshops for additional information as to the requirements for tracking and accounting for student body funds.

Section III - Federal Award Findings and Questioned Costs

No matters are reported.

Section IV - State Award Findings and Questioned Costs

No matters are reported.