

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, December 14, 2011 - 6:00 p.m.

STATUS

- I. **CALL TO ORDER & ROLL CALL - 5:00 p.m.**
- II. **ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION**
 - 1. Student Expulsions/Readmissions (G.C. §54962)
 - 2. Conference with Labor Negotiator, George Tigner, Re: 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
- 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 - Evelina Leshchinskaya
 - 4. Global Youth Charter School - Hyleah O'Quinn

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.

X. ORGANIZATION REPORTS (3 minutes each)

Info

1. CUTA - Heather Woods, President
2. CSEA - Marie Huggins, President

XI. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA

Public
Comments
Invited

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not 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.

XII. BOARD / SUPERINTENDENT REPORTS (10 minutes)

Info

XIII. CONSENT AGENDA (5 minutes)

Action

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.

- | | | |
|------------------|-----|--|
| Governance | 1. | Approve Adoption of Minutes from November 16, 2011 Regular Meeting |
| Personnel | 2. | Approve Classified Personnel Transactions |
| Curriculum | 3. | Ratify 2011/2012 Individual Service Agreements:
2011/12-124-129 Bright Futures |
| ↓ | 4. | Approve Field Trip: Sierra Nevada Classic, Wrestling Tournament - CHS |
| ↓ | 5. | Approve Field Trip: Nor-Cal Championship, Wrestling Tournament - CHS |
| ↓ | 6. | Approve 2011-2012 Single Plan for Student Achievement - Riles |
| ↓ | 7. | Approve 2011-2012 Single Plan for Student Achievement - Spinelli |
| ↓ | 8. | Approve 2011-2012 Single Plan for Student Achievement - McClellan |
| Facilities & Op. | 9. | Approve Disposal of Surplus Vehicle:
1977 International (Bucket Truck) - License #1020104 |
| ↓ | 10. | Approve 2011-2012 Safe School and Emergency Preparedness Plan - Dudley |
| ↓ | 11. | Approve 2011-2012 Safe School and Emergency Preparedness Plan - North Country |
| Business | 12. | Approve Payroll Orders: July 2011 - November 2011 |
| ↓ | 13. | Approve Supplemental Agenda (Vendor Warrants) |

XIV. BUSINESS ITEMS

- | | | | |
|------------|-----------|--|--------|
| Governance | A. | <u>Annual Organizational Meeting for Governing Board</u> | Action |
| | | Education Code §3513 requires governing boards to conduct an annual organizational meeting. At this time, the Board will: 1) elect the Board President; 2) elect a Clerk of the Board; 3) appoint a Board Representative to the County School Boards Association; 4) establish the time, place and frequency of regular meetings of the Board. | |

RECESS: At this time, the President of the Board will recess the regular meeting of the Center Joint Unified Board of Trustees to convene the Organizational Meeting of the Board of Directors of the CJUSD Financing Corporation.

- | | | | |
|---|-----------|--|--------|
| ↓ | B. | <u>Audit Report for Fiscal Year 2010/11 & Certification of Corrective Action 2010/11 Audit Findings</u> | Action |
| | | Each year the Governing Board must review and accept the prior year's audit report at a public meeting. | |
| ↓ | C. | <u>First Interim Report for Fiscal Year 2011/12</u> | Action |
| | | Jeanne Bess, Director of Fiscal Services, will present the First Interim Report for July 1, 2011 through October 31, 2011 and includes all budget modifications to date. | |

- | | |
|---|---------------|
| XV. ADVANCE PLANNING | Info |
| <i>a. Future Meeting Dates:</i> | |
| <i>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</i> | |
| <i>b. Suggested Agenda Items:</i> | |
| XVI. CONTINUATION OF CLOSED SESSION (Item IV) | Action |
| XVII. ADJOURNMENT | Action |

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, November 16, 2011

MINUTES

OPEN SESSION - CALL TO ORDER - President Friedman called the meeting to order at 5:45 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

Administrators Absent: Jeanne Bess, Director of Fiscal Services

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

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

PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

CLOSED SESSION - 5:45 p.m.

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

FLAG SALUTE - led by Evelina Leshchinskaya

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

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

Student Expulsion #11-12.07 - Recommendation approved.

Motion:	Wilson	Vote:	General Consent
Second:	Hunt		

Student Expulsion #11-12.08 - Recommendation approved.

Motion:	Wilson	Vote:	General Consent
Second:	Hunt		

Student Expulsion #11-12.09 - Recommendation approved.

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

Student Expulsion #11-12.11 - Recommendation approved.

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

ADOPTION OF AGENDA - approved adoption of agenda as amended: Consent Agenda Item #19 pulled for separate consideration before the already listed Business Items.

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

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School - Aleah Woods
 - Center played it's football playoff game last week; it was their first one in several years.
 - the Frankenstein Play was performed a couple weeks ago. Mrs. Purdy was thanked for her hard work.
 - for the vegetarian meals there are more items to choose from at the salad bar.
 - semester grades are coming up, with finals in a couple weeks.
2. McClellan High School - Luis Duffey was not available to report.
3. Antelope View Charter School - Evelina Leshchinskaya
 - the AVCS Art Show is happening right now.
 - the food drive has been extended until Winter Break.
 - next semester, the Junior High combo classes will split up to allow room for more students.
4. Global Youth Charter School – Evelina Leshchinskaya
 - the canned food drive is going well, having collected just under 500 cans. The winning class will be awarded a pizza party.
 - the Winter Formal is coming in December.
 - there will be a second college visit, this time to UC Davis.
 - the volleyball season just ended; the basketball season is just starting.
 - Mr. Hartman has just started as the new math teacher.
 - Global is expecting more new students after Winter Break.

ORGANIZATION REPORTS

1. **CUTA** - Heather Woods, President, noted that things are going well. The district and Union are working well together. Although the budget is tight, things are in a positive light. School sites are getting ready for Thanksgiving and Winter Break, which tends to be a stressful time for the teachers. She wished everyone a Happy Thanksgiving.
2. **CSEA** – Marie Huggins, President, noted that there is not a lot happening right now. They have completed the nominations. Angela Espinoza will still be the Vice President for next year. The President will be Cyndy Mitchell, Secretary will be Teri Shoup, Treasurer will be Linda Jones, and the Chapter Public Relations Officer will be Claudia Buderer. These officers will begin on January 1. There will be an election for the Negotiations Team positions.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA –

Daniel Lenihon, student at CHS, shared his concerns with the greasy food at lunch. He asked if the food can be prepared a different way.

Chris Smith, Keneth Parker and Marcus Horton, students at CHS, asked if there could be a bigger variety of foods to choose from at lunch.

Randi Litz, student at CHS, asked if agenda books could be brought back next year. She noted that the packets handed out were thrown away. Mr. Jordan noted that they are looking for a good price.

Vitaliya Skorobogatko, student at CHS, noted that they are not allowed to go inside the cafeteria unless they stand in line first, even if they are not getting lunch. Mr. Jordan noted that there has been a problem with students cutting in line. Also, students are not able to go into the gym because of PE classes at that time.

Mike Willey, student at CHS, asked if there will be any more budget cuts next year.

Gaganyot Singh, student at CHS, asked if CHS would ever change to a block schedule. It was noted that it costs more money to go to that type of schedule.

Mike Dennis, student at CHS, noted that Mr. Gomes needs new computers in his class. Mr. Deason noted that there isn't any funding for new computers. He also noted that the Computer Tech. at the site is doing a good job using parts to keep them up and running.

Abby Damoulos, Tonya Klimkiv and Waxeed Sofi, students at CHS, complained about the photos taken by Excel at homecoming. Mr. Jordan noted that there is a one year contract with this company and if there are issues they will look elsewhere.

Danielle Stout, teacher at CHS, and Andrew Roberts, student at CHS, noted that they are trying to revive the AVID program at CHS. Their AVID program has been selected to run for a "Power a Bright Future" Grant from Clorox. They would like to use the money to train teachers, buy better technology, and fund field trips. The contest ends December 9, 2011. It was noted that Dudley Elementary was also trying to raise money for the band program.

Jonah Neves, student at CHS, asked if there would be summer school this year. Mr. Loehr noted that they were not sure, but may run a program like last year.

Ryan Bono, student at CHS, noted that there are old books in some of the classes. He noted that there were newer books just recently replaced, yet there were older books that still need to be replaced. Mr. Loehr noted that the newer books were replaced because of a required curriculum change.

Kathryn Sivils, student at CHS, asked if a varsity sport could be counted as PE credits. Trustee Hunt noted that you have to meet state standards.

Travis Frisk, student at CHS, asked if the school is going to enforce the new tardy policy. Mr. Jordan noted that it will begin in the second semester.

BOARD/SUPERINTENDENT REPORTS

Mr. Wilson

- gave an update on what information he has on the state budget.

BOARD/SUPERINTENDENT REPORTS (continued)

Mr. Hunt

- noted that he has talked to Mr. Loehr about the elementary class sizes. He asked that a report be presented in December or January about the possibility of reducing the class sizes.
- E-readers: some districts use this and we need to get on board. He noted that he thinks we should look at purchasing these in the next few years (a roll-out plan).
- congratulated Mr. Jordan for taking on the tardy policy.

Mrs. Anderson

- congratulated the football team on making the playoffs this year.
- toured McClellan with Mr. Loehr.
- went to CHS to hand out STAR awards in the Theater.

Mr. Loehr

- toured all sites and handed out STAR awards with several of the Trustees.
- noted that as for the budget, we realize the triggers will probably be in affect and we will start planning for this.
- noted that the District, Spinelli and Riles have entered Program Improvement. Those 3 groups all made gains but still fell into PI.
- thanked Mr. Deason and his staff for the addition of pictures on the board room walls.
- wished everyone a happy and safe Thanksgiving.

Mrs. Kelley

- congratulated the MCA group on the video training camp they hosted.
- thanked Oak Hill for having them as guests; she also attended the STAR test awards.
- asked everyone to be careful over the holiday.

Mr. Friedman

- noted that he took daughter to the Frankenstein play; they had a wonderful time.
- was at Oak Hill to hand out the STAR awards.
- noted that in the spring the Endowment will be doing an event and it will be highlighting the MCA program.
- read an article about revamping the AYP requirements.

CONSENT AGENDA

1. Approved Adoption of Minutes from October 19, 2011 Regular Meeting
2. Approved Certificated Personnel Transactions
3. Approved Classified Personnel Transactions
4. Approved 2012 Health & Welfare Benefits: Confidential, Classified & Certificated Management
5. Approved Job Descriptions: Cafeteria Worker, Nutrition Staff Secretary
6. Approved 2011/2012 Master Contracts:
Aldar Academy
7. Ratified 2011/2012 Individual Service Agreements:
2011/12-59*, 111-112, 119 BECA (**revised*)
2011/12-85, 89-103 Bright Futures
2011/12-113 MedTrans
2011/12-114-115 Aldar Academy
2011/12-116-117, 121 Point Quest
2011/12-118 STEPS
2011/12-120 Amber Fitzgerald
2011/12-122-123 Mary Jane Mercer

CONSENT AGENDA (continued)

8. Approved Professional Service Agreement: Melvin R. Cuckovich
9. Approved Professional Service Agreement: Mary Jane Mercer, CCC, SLP
10. Approved SchoolConnects Autodialer System by SynreVoice Technologies, Inc. Subscription Renewal
11. Approved Memorandum of Understanding - Center Joint Unified School District and Department of Rehabilitation, Northern Sierra District, July 1, 2012 through June 30, 2015
12. Approved Field Trip: MCA Students to Attend Student Television Network (STN) Convention in Dallas, Texas - CHS
13. Approved 2011-2012 Single Plan for Student Achievement - Dudley
14. Approved 2011-2012 Single Plan for Student Achievement - North Country
15. Approved MOU with the Sacramento Child Abuse Prevention Center for AmeriCorps Program
16. Approved Agreement for Participation in the Center Unified School District School-Age Child Care
17. Approved Notice of Completion for the Center High School Baseball Field Renovation Project
18. Approved Payroll Orders: July 2011 -October 2011
19. *This item was pulled for separate consideration.*

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

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

19. Approved Supplemental Agenda (Vendor Warrants)

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

BUSINESS ITEMS

A. APPROVED - District Organizational Chart and Related Job Descriptions

There was a motion to bring this item to the floor.

Motion: Wilson
Second: Anderson

Mr. Loehr gave an overview of this item. This would take away the Chief Administrative Officer position, add a Personnel Director and add duties to 2 specialist positions that already exist. This would save the district \$20,000. He noted that we would probably post the Personnel Director position in early February.

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

B. TABLED - CSBA Delegate Assembly Nominations

There was a motion to table this item.

Motion: Wilson
Second: Friedman

BUSINESS ITEMS (continued)

C. APPROVED - Schedule Annual Organizational Meeting of the Board

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

ADVANCE PLANNING

- a. *Future Meeting Dates:*
 - i. *Regular Meeting: Wednesday, December 14, 2011 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*

ADJOURNMENT – 6:54 p.m.

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

Respectfully submitted,

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

Nancy Anderson, Clerk
Board of Trustees

Adoption Date

AGENDA ITEM # XIII-2


Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: **Personnel Department**

Date: **December 14, 2011** **Action Item** **X**

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

From: **George Tigner,**  **# Attached Pages** **1**
 Chief Administrative Officer

SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS

NEW HIRE: Andrea Domalakes, Instructional Specialist

RECOMMENDATION: Approve Classified Personnel Transactions as Submitted

CONSENT AGENDA

AGENDA ITEM # XIII-2

Andrea Domalakes has been hired as an Instructional Specialist at Spinelli Elementary School effective November 29, 2011.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: December 14, 2011

Action Item X

To: Board of Trustees

Information Item

From: Scott Loehr, Superintendent

Attached Pages

Initials: *S.L.*

SUBJECT: 2011/2012 Individual Service Agreements

Please ratify the following Individual Service Agreements for special education students to receive services at nonpublic schools/agencies during the 2011/12 fiscal year.

2011/12-124-129

Bright Futures

\$ 5,640.00

RECOMMENDATION: CJUSD Board of Trustees to ratify Individual Service Agreements for the 2011/2012 school year.

CONSENT AGENDA

Center Joint Unified School District

Dept./Site: CHS Wrestling Team

Date: December 5, 2011

To: Board of Trustees

From: Ben Klatt, Coach

AGENDA REQUEST FOR:

Action Item X

Information Item

Attached Pages 3

Administrator's Initials: M.D.I

SUBJECT: Sierra Nevada Classic – wrestling tournament.

The CHS Wrestling Team requests approval to attend the Sierra Nevada Classic wrestling tournament Dec. 28 and 29, 2011 at the Reno Livestock Events Center. Attendees will consist of 14 or fewer wrestlers. We will stay in the Silver Legacy Hotel on the nights of Dec. 27 and 28. We will leave via rented vans (through CUSD Transportation) on the afternoon of Dec. 27 and return on the night of Dec. 29. Chaperones and drivers will be coach Ben Klatt, coach Greg Rose, and coach Bill Collart. All three are district-approved to drive rental vehicles.

Tournament will be paid through the CHS Wrestling ASB account and hotel costs will be split among attendees and coaches.

Parents will be provided with an information sheet that includes venue information, hotel information, and cell numbers for attending coaches.

Note: We have attended this tournament before, and we are returning again because the caliber of wrestlers on our team has increased. We have several team members who can do well at this tournament that is considered to be one of the best in the nation.

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve the approve the trip as outlined above.

SIERRA NEVADA CLASSIC
WRESTLING TOURNAMENT
RENO, NV

DECEMBER 28 & 29, 2011

ENTRY FEE \$450.00

FORMAT: 64 MAN BRACKET - DOUBLE ELIMINATION

(OUTBRACKET LOSERS WILL WRESTLE BACK)

AWARDS: TOP 8 INDIVIDUALS - TOP 10 TEAMS - 2 OW'S

SANCTION: NFHS - NIAA ALL RULES GOVERN

NO VERBAL COMMITMENTS, NO DEPOSITS

DO NOT SEND ENTRY FORM WITHOUT A CHECK OR PO

I HAVE ENCLOSED \$450 _____

I HAVE ENCLOSED A PO _____

(You may hold a spot w/ a Purchase Order, but you must submit
a check by Sept. 15, 2011 or your spot is forfeited. PO's not
accepted after Sept. 15, 2011).

SCHOOL NAME _____

COACHES NAME _____

SCHOOL ADDRESS (CITY, ST. ZIP) _____

SCHOOL PHONE _____ ALT PHONE _____

EMAIL ADDRESS _____

(MANDATORY FOR REGISTRATION PASSWORD IN DECEMBER)

MAIL TO:RENO HS/SIERRA NV CLASSIC

395 BOOTH ST

RENO, NV 89509

[Print This Page](#)

Schedule

Tuesday, December 27, 2011

Work-out time: 2-6pm

Team Registration & Packets available at 4pm

NEW WEIGHT CLASSES IN EFFECT: INCLUDING A 2 LB WGT ALLOWANCE DAY 1:

108,115,122,128,134,140,147,154,162,172,184,197,222,287

Day 1

Wednesday, December 28, 2011

Doors Open for Coaches & Wrestlers 6:15 AM

Groom Check 6:30 AM Ends at 7:00 AM Sharp

Weigh Ins 7:00 AM End per National Federation Rules

Doors Open to the Public 8:00 AM

Opening Ceremonies and National Anthem 9:00 AM Actual Start Time

Championship Out Brackets 9:05 AM

Championship Round One 9:30 AM Approximate Start Time

Consolation Out Brackets 12:30 PM Approximate Start Time

Championship Round Two 1:00 PM Approximate Start Time

Consolation Round One 2:30 PM Approximate Start Time

Consolation Round Two 4:00 PM Approximate Start Time

Championship Round Three (16 man) 6:00 PM Approximate Start Time

Consolation Round Three (16 man) 6:45 PM Approximate Start Time

Consolation Round Four (16 man) 7:30 PM Approximate Start Time

Done for the Night 8:30 PM Approximate Time

Day 2

Thursday, December 29, 2011

Doors Open for Coaches & Wrestlers 7:30 AM

Weigh Ins 8:00 AM End per National Federation Rules Doors Open to the Public 9:00 AM

Opening Ceremonies and National Anthem 9:30 AM

Championship Round Four (8 man) 9:30 AM

Consolation Round Five (8 man) 10:15 AM Approximate Start Time

Consolation Round Six (8 man) 11:30 AM Approximate Start Time

Championship Semi Finals 12 PM Approximate Start Time (4 mats)

Consolation Round Seven 12 PM Approx Start Time (3 Mats) Loser to 7-8

Consolation Round Eight 1:15 PM Approximate Start Time

Break 2:15 PM Approximate Start Time

Finals

Doors Open 3:15 PM

Wrestlers to Staging 3:30 PM Actual Start Time

Opening Ceremonies and National Anthem 4:00 PM Actual Start Time

Medal Round 4:15 PM Actual Start Time

ORDER OF CHAMPIONSHIP FINALS

108,287,115,222,122,197,128,184,134,172,140,162,147,154

Wrap up Awards 7:00 PM Approximate Time

All times are estimates and are subject to change.

Center Joint Unified School District

Dept./Site: CHS Wrestling Team

Date: December 5, 2011

To: Board of Trustees

From: Ben Klatt, Coach

AGENDA REQUEST FOR:

Action Item X

Information Item

Attached Pages 1

Administrator's Initials: MAJ

SUBJECT: Nor-Cal Championship – wrestling tournament

The CHS Wrestling Team requests approval to attend the Nor-Cal Championship wrestling tournament Jan. 6 and 7, 2012 at Anderson High School near Redding. Attendees will consist of 14 or fewer wrestlers. We will stay at the Best Western Anderson on the night of Jan. 6. We will leave via rented vans (through CUSD Transportation) on the morning of Jan. 6 and return on the night of Jan. 7. Chaperones and drivers will be coach Ben Klatt, coach Greg Rose, and coach Bill Collart. All three are district-approved to drive rental vehicles.

Tournament will be paid through the CHS Wrestling ASB account and hotel costs will be split among attendees and coaches.

Parents will be provided with an information sheet that includes venue information, hotel information, and cell numbers for attending coaches.

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve the approve the trip as outlined above.

CONSENT AGENDA

Northern California Wrestling Championships

- DATE:** Friday, January 6 and Saturday, January 7, 2012
- PLACE:** Anderson High School, 1471 Ferry Street, Anderson, CA 96007
(Take Deschutes Rd. heading north; North Street heading south)
- FORMAT:** 40-man, double-elimination tournament on 6 mats.
- ENTRY FEE:** \$325.00 (payable to Anderson Wrestling) Late fee \$25. after Dec. 1st.
- SEEDING:** By email. Information will be sent in December.
- WEIGH-INS:** Friday, January 6, 9:00 A.M. at Anderson H.S. Due to the fact that some teams have a Thursday match, the weights will be scratch plus one (1) pound.

Second weigh-in Saturday morning, 7:00 A.M. A one pound allowance will be added for the Saturday weigh-in.
- WRESTLING:** Begin 11:00 A.M.. Friday. Begin Sat. 9:00 A.M.
Finals—top six places (3 mats) start 5:00 P.M.
- AWARDS:** Top 5 teams (plaques). Top 6 individuals (plaques), 7th & 8th (medals)
- HOTELS:** See list. The mats are available for teams wishing to stay in gym.
- FURTHER INFORMATION:** If you have questions, you can call me at school (530) 365-2741 ext.1212 or home (530) 347-3511. Email is even better
dwilliams@auhsd.net

Don Williams
Anderson High Wrestling Coach

AGENDA ITEM # XIII-6

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Wilson C. Riles Middle School

Date: November 29, 2011

Action Item X

To: Board of Trustees

Information Item

From: Joyce Frisch, Principal

Attached Pages 49

Administrator's Initials: 

SUBJECT: Wilson C. Riles Single Plan for Student Achievement

Wilson C. Riles Middle School is requesting Board approval for our Single Plan for Student Achievement. This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. The Single Plan for Student Achievement was approved by our School Site Council on November 16, 2011.

RECOMMENDATION:

Approve Wilson C. Riles 2011-2012 Single Plan for Student Achievement.

CONSENT AGENDA

AGENDA ITEM # XIII-6

The Single Plan for Student Achievement

Wilson C. Riles Middle School

34739730108621
CDS Code

Date of this revision: November 15, 2011

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

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

Contact Person: Joyce Frisch

Position: Principal

Telephone Number: (916) 787-8100

Address: 4747 PFE Road, Roseville, CA 95747

E-mail Address: joyce@centerusd.org

Center Joint Unified School District
The District Governing Board approved this revision of the School Plan on
December 14, 2011

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School Mission

School Mission:

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

School Motto:

Success, the only option!

School Profile

Wilson C. Riles Middle School is a 7th-8th grade middle school that has been open for seven years and is located in Roseville, California. The city of Roseville is in a rapidly growing area of the western portion of Placer County. Riles currently serves over 730 students. Our students come from various cultural heritages and backgrounds.

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

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

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

Planned Improvements in Student Performance

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

SCHOOL GOAL #1: Wilson C. Riles Middle School will increase the number of students performing at or above proficient in CST Mathematics by 10 percent or greater.

Student groups and grade levels to participate in this goal:

All students in grades seven and eight will contribute to increasing our CST Mathematics scores.

Anticipated annual performance growth for each group:

For the 2011 STAR tests, 40% of our students school-wide scored at or above proficient in Mathematics. The goal is to improve that percentage to 50% or greater for the 2012 STAR tests.

Means of evaluating progress toward this goal:

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

Group data to be collected to measure academic gains:

Data will be collected for grades seven and eight. The data will include student performance on curriculum assessments and benchmarks and STAR reports.

Actions to be taken to reach Goal #1 from August, 2011 – May, 2012:

1. Students that scored "basic" and below levels on the 2011 CST Mathematics will be identified. Those students will be categorized into "high priority strategic students" and "strategic" students. Those students will be offered the following intervention classes:
 - High Priority Strategic Students- One period of "Math Support" to re-teach basic math skills and concepts.
 - Strategic Students- One period of "Husky Math" to re-teach concepts taught in the core curriculum math class.
2. Math teachers will review student performance and progress utilizing data and information from benchmarks, curriculum assessments and CST reports.
3. Through Professional Learning Communities (PLCs) time will be allowed for on-going teacher collaboration focused on implementing effective instructional programs and teaching strategies that address all student learning needs.

4. AVID methodologies will be used school-wide. These methodologies include: writing, inquiry, collaboration and reading.
5. Wilson C. Riles staff and students will have the materials needed for instruction and practice of grade level standards.
6. A computer technician will service computer hardware and software.
7. Teachers are trained in and will use High Quality First Instruction phases and elements to guide curriculum.
8. Teachers are trained in and will utilize academic vocabulary and depth and complexity differentiation methods in classrooms.
9. Teachers are trained in and will use SDAIE strategies in the classroom.
10. There will be on-going school/parent communication regarding student progress and performance through the following as outlined in the "Parent Involvement Policy" and the "Parent/School Compact":
 - Progress Reports
 - Homelink
 - Committee Meetings
 - SST Meetings
 - Parent Coffee Mornings
 - Parent/Teacher Meetings

Proposed expenditures, estimated cost and funding sources:

1. Six "Math Support" classes funded through Title I funds equal to \$79,907.
2. Husky Help Hours funded through Title I funds at \$31,965 per year.
3. AVID College Tutors funded through Title I funds at \$5,569 per year.
4. Math and English Support Curriculum funded through Title I funds at \$2,500.
5. IPASS program utilized in the "Math Support" classes, funded through Title I funds at \$5,250.
6. One computer technician position funded through SLIP and Title I funds at \$49,692.
7. "Husky Math" preparation time for math department teachers funded through Title I funds, at approximately \$6,600.
8. Additional meetings are planned before and after school, or on agreed upon times by teams of teachers, to alleviate the need for substitute teachers.
9. Materials for students and copies from the Xerox Copy Center are paid for with Title I funds, approximately \$6,000 for the year.
10. Two computer labs- upkeep funded by Title I funds.
11. Substitutes needed for teacher collaboration are \$350/day and are paid for with Title I funds.
12. Two SST coordinators are paid with Title I funds totaling \$2,050.

SCHOOL GOAL #2: Wilson C. Riles Middle School will increase the number of students performing at or above proficient in CST English-Language Arts by 10 percent or greater.

Student groups and grade levels to participate in this goal:

All students in grades seven and eight will contribute to increasing our CST Mathematics scores.

Anticipated annual performance growth for each group:

For the 2011 STAR tests, 53% of our students school-wide scored at or above proficient in English-Language Arts. The goal is to improve that percentage to 63% or greater for the 2012 STAR tests.

Means of evaluating progress toward this goal:

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

Group data to be collected to measure academic gains:

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

Actions to be taken to reach Goal #2 from August, 2011 – May, 2012:

1. Students that scored "basic" and below levels on the 2011 CST ELA will be identified. Those students will be categorized into "high priority strategic students" and "strategic" students. Those students will be offered the following intervention classes:
 - High Priority Strategic Students- One period of "English Support" to re-teach basic English skills and concepts.
 - Strategic Students- One period of "Husky English" to re-teach basic English skills and concepts that are identified as low areas based on CST results.
2. English teachers will review student performance and progress utilizing data and information from curriculum assessments and CST reports.
3. Through Professional Learning Communities (PLCs) time will be allowed for on-going teacher collaboration focused on implementing effective instructional programs and teaching strategies that address all student learning needs.

4. All students will set goals through the Accelerated Reader Program. Those goals will be monitored eight times per year.
5. AVID methodologies will be used school-wide. These methodologies include: writing, inquiry, collaboration and reading.
6. Wilson C. Riles staff and students will have the materials needed for instruction and practice of grade level standards.
7. A computer technician will service computer hardware and software.
8. Teachers are trained in and will use High Quality First Instruction phases and elements to guide teaching and learning.
9. Teachers are trained in and will utilize academic vocabulary, depth and complexity, and WICR differentiation methods in classrooms.
10. Teachers are trained in and will use SDAIE strategies in the classroom.
11. There will be on-going school/parent communication regarding student progress and performance through the following as outlined in the "Parent Involvement Policy" and the "Parent/School Compact":
 - Progress Reports
 - Homelink
 - Committee Meetings
 - SST Meetings
 - Parent Coffee Mornings
 - Parent/Teacher Meetings

Proposed expenditures, estimated cost and funding sources:

1. Three "English Support" classes funded through Title I funds equal to \$39,953.
2. Husky Help Hours funded through Title I funds at \$31,965 per year.
3. One computer technician position funded through SLIP and Title I funds at \$49,692.
4. AVID College Tutors funded through Title I funds at \$5,568.75 per year.
5. Math and English Support Curriculum funded through Title I funds at \$2500.
6. Accelerated Reader Contract funded through Title I funds at \$3,224 annually.
7. "Husky English" preparation time for math department teachers funded through Title I funds, equaling 4 hours per week at \$6,600.
8. Additional meetings are planned before and after school or on agreed upon times by teams of teachers to alleviate the need for substitute teachers.
9. Library books and resources and computer software funded with SLIP and Title I funds, approximately \$16,750 for the year.
10. Materials for students and copies from the Xerox Copy Center are paid for with Title I funds, approximately \$6000 for the year.
11. Two computer labs- upkeep funded by Title I funds.
12. Substitutes needed for teacher collaboration are \$350/day and are paid for with Title I funds.
13. Two SST coordinators are paid with Title I funds totaling \$2,050.

SCHOOL GOAL #3: Wilson C. Riles Middle School will increase the number of English Learners performing at or above proficient in CST English-Language Arts by 10 percent or greater.

Student groups and grade levels to participate in this goal:

All English Learner students in seventh and eighth grade will contribute to increasing our English-Language Arts scores.

Anticipated annual performance growth for each group:

For the 2011 STAR tests, 12.3% of our English Learners performed at or above proficient in English-Language Arts. The goal is to improve that percentage to 22.3% or greater for the 2012 tests.

Means of evaluating progress toward this goal:

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

Group data to be collected to measure academic gains:

Data will be collected for grades seven and eight. The data will include student performance on curriculum assessments and benchmarks and STAR reports.

Actions to be taken to reach Goal #3 from August, 2011 – May, 2012:

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 including the following.
 - English Language Development Tutorial class for ELD 1 students.
 - A one period "English Support" Class for EL students who are scoring intermediate and Early Advanced, Not Proficient, on CELDT and scoring Basic or below on CST ELA. These classes will teach/re-teach concepts from the core curriculum class.
 - A one period "Husky English" class for R-FEP students who are scoring Basic on CST ELA.
2. School staff will review student performance and progress utilizing data and information from classroom assessments, CST reports, and information from SST forms, 504 plans, ELD data, and IEP information.
3. Through Professional Learning Communities (PLCs) time will be allowed for on-going teacher collaboration focused on implementing effective instructional programs and teaching strategies that address all student learning needs.
4. Utilize the district English Language Coordinator to assess and support intervention plans.
5. All students will set goals through the Accelerated Reader Program. Those goals will be monitored eight times per year.

6. AVID methodologies will be used school-wide. These methodologies include: writing, inquiry, collaboration and reading.
7. Teachers will use High Quality First Instruction strategies to differentiate curriculum.
8. Wilson C. Riles staff and students will have the materials needed for instruction and practice of grade level standards.
9. A computer technician will service computer hardware and software.
10. There will be ongoing school/parent communication regarding student progress and performance through the following as outlined in the "Parent Involvement Policy" and the "Parent/School Compact":
 - Progress Reports
 - Homelink
 - Committee Meetings
 - SST Meetings
 - Parent Coffee Mornings

Proposed expenditures, estimated cost and funding sources:

1. Three "English Support" classes funded through Title I funds equal to \$39,953.
2. Husky Help Hours funded through Title I funds at \$31,965 per year.
3. One "ELD Tutorial" class funded through Economic Impact Aid (EIA) funds equal to \$13,317.
4. AVID College Tutors funded through Title I funds at \$5,568.75 per year.
5. One computer technician position funded through SLIP and Title I funds at \$49,692.
6. "Husky English" preparation time for math department teachers funded through Title I funds, equaling 4 hours per week at \$6,600.
7. Additional meetings are planned before and after school or on agreed upon times by teams of teachers to alleviate the need for substitute teachers.
8. Materials for students and copies from the Xerox Copy Center are paid for with Title I funds, approximately \$6,000 for the year.
9. Two computer labs- upkeep funded by Title I funds.
10. Substitutes needed for teacher collaboration are \$350/day and are paid for with Title I funds.
11. Two SST coordinators are paid with Title I funds totaling \$2,050.

SCHOOL GOAL #4: Wilson C. Riles Middle School will make progress toward full implementation of a Student Achievement Monitoring System.

Student groups and grade levels to participate in this goal:

All seventh and eight grade students will be assessed through the Student Achievement Monitoring system once it is fully implemented.

Anticipated annual performance growth for each group:

Wilson C. Riles staff will make progress toward implementing the following components by May of 2012:

- Utilizing a district supported electronic data system.
- Utilizing district-wide reporting and analysis of assessment results.
- Consistent school-wide reporting and analysis of assessment results.
- Having timely data from assessments available to and easily accessible by administrators and teachers.
- Using common curriculum embedded/formative assessments school-wide.

Means of evaluating progress toward this goal:

Progress will be monitored by site meetings including faculty and department meetings. School administration will meet monthly with department chairs to determine progress within departments toward this goal.

Group data to be collected to measure academic gains:

Data will be collected for grades seven and eight. Data from assessments will be disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards based instruction, monitor on-going student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs.

Actions to be taken to reach Goal #4 from August, 2011 – May, 2012:

1. The school district will purchase and provide on-site training for a Student Achievement Monitoring System.
2. Through Professional Learning Communities (PLCs) time will be allowed for on-going teacher collaboration focused on implementing effective instructional programs and teaching strategies that address all student learning needs.
3. AVID methodologies will be used school-wide.
4. Teachers will use High Quality First Instruction strategies to differentiate curriculum.
5. Wilson C. Riles staff and students will have the materials needed for instruction and practice of grade level standards.
6. A computer technician will service computer hardware and software.

7. There will be on-going school/parent communication regarding student progress and performance through the following as outlined in the "Parent Involvement Policy" and the "Parent/School Compact":
- Progress Reports
 - Homelink
 - Committee Meetings
 - SST Meetings
 - Parent Coffee Mornings

Proposed expenditures, estimated cost and funding sources:

1. No site funds are associated with the purchase of a district-wide student achievement monitoring system.
2. Title I funds will be used as needed for professional development training purposes.

SCHOOL GOAL #5: Wilson C. Riles Middle School staff will make progress toward completing 40 hours of instructional materials professional development.

Student groups and grade levels to participate in this goal:

Seventh and eight grade teachers will participate in the professional development goal.

Anticipated annual performance growth for each group:

Teachers will complete 20 hours of instructional materials training by May of 2012.

Means of evaluating progress toward this goal:

Professional development in instructional materials opportunities will be provided by the district, administration, teachers and Title I Coordinator at Riles. Professional development courses will focus on the content, structure, lesson planning, pacing and instructional delivery of the SBE adopted materials.

Group data to be collected to measure academic gains:

The Title I Coordinator will track professional development hours as teachers progress toward meeting the goal.

Actions to be taken to reach Goal #5 from August, 2011 – May, 2012:

1. Riles departments will work to analyze curriculum to move toward utilization of SBE adopted materials for all classes.
2. The district, administration, teachers and Title I Coordinator at Riles will research to find professional development opportunities that provide:
 - Review of ancillary materials available for differentiating instruction for ELs, SWDs.
 - The use of a variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring.
 - Protocol for collaborative data conversations.
 - Skillfully implementing all components of the adopted program and the use of research based practices to plan and deliver instruction to meet varying student needs.
3. Riles administration and Title I Coordinator will select professional development programs and provide staff with the means necessary to participate.
4. Through Professional Learning Communities (PLCs) time will be allowed for on-going teacher collaboration focused on implementing effective instructional programs and teaching strategies that address all student learning needs.

Proposed expenditures, estimated cost and funding sources:

1. Ten percent of our Title I funds, equaling \$40,188, will be utilized for professional development opportunities. Portions of the Title I Coordinator's and Computer Lab Technician's salaries will be factored into the ten percent of Title I funds.

Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school	\$ 0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	\$ 0
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 116,118 (s)
<input type="checkbox"/> Art, Music and PE Block Grant (one time) <u>Purpose:</u> Art and music enrichment	\$ 0
<input checked="" type="checkbox"/> Art, Music and PE Grant (ongoing) <u>Purpose:</u> Art and Music enrichment	\$ 76,342 (d)
<input checked="" type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	\$ 20,655 (d)
<input checked="" type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school	\$ 134,936 (d)
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$ 0
<input type="checkbox"/> School Improvement Program Fund <u>Purpose:</u> Improve school programs	\$ 0
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety	\$ 69,280 (d)
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students	\$ 3,000 (d)
<input checked="" type="checkbox"/> GATE	\$ 34,417 (d)
<input checked="" type="checkbox"/> Lottery	\$ 12,740 (s)
Total amount of state categorical funds allocated to this school	\$ 338,630 - district controlled

	\$128,858 - site controlled
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Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$209,872 (s)
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 168,131 (d)
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 61,970 (d)
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ 0
Total amount of federal categorical funds allocated to this school	\$230,101 – district controlled \$209,872 – site controlled
Total amount of state and federal categorical funds allocated to this school	\$568,731 – district controlled \$338,730 – site controlled

School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Joyce Frisch	X				
Ron Baloni			X		
Chris Borasi			X		
Edward Graef		X			
Windigo Swift		X			
Lisa Richardson				X	
Mary Lou Alcantara					X
Marjorie Alcantara				X	
Christiana Munoz					X
Cora-Jane Munoz				X	
Number of members for each category					
	1	2	2	3	2

Recommendations and Assurances

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

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

___ School Advisory Committee for State Compensatory Education Programs
___X___ English Learner Advisory Committee

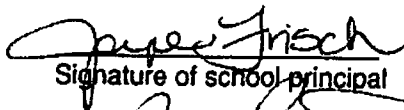
___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: November 16, 2011.

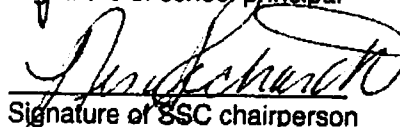
Attested:

Joyce Frisch
Typed name of school principal


Signature of school principal

11-16-11
Date

Lisa Richardson
Typed name of SSC chairperson


Signature of SSC chairperson

11-16-11
Date

Programs Funded through the Consolidated Application

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

State Programs

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

Federal No Child Left Behind (NCLB) Programs

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

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

Chart of Requirements for The Single Plan for Student Achievement

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

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

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools *	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
SSC developed plan and expenditures	EC 64001(a)	X	X	X	X	X			X	X	X	X		X	X
	EC 41572														X
	EC 41507													X	
	EC 35294.1(b)(1)												X		
SSC annually updates the plan	EC 64001((g) EC 35294.2(e)	X	X	X	X	X			X	X	X	X	X	X	X
Governing board approves SPSA	EC 64001(h) EC 52055.630(b)	X	X	X	X	X	X	X X	X	X	X	X	X	X	X
Policies to insure all groups succeed	20 USC 6316(b)(3)					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)					X									
Submit High Priority annual report after public LEA governing board review	EC 52055.640							X							
III. Funding															
Plan includes proposed expenditures to improve academic performance	EC 64001(g) EC 52853 EC 52054 20 USC 6316(b)(3) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X X	X X	X X	X X	X X	X X		X	X	X	X X			
Describe centralized services expenditures	6 CCR 3947(b)	X	X												
IV. Standards, Assessment, and Accountability															
Comprehensive assessment and analysis of data	EC 64001(f) EC 52055.620(a)(1) - (3) EC 52054 20 USC 7115(a)(1)(A) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X X	X	X	X	X	X			
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X	X	X			

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

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

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

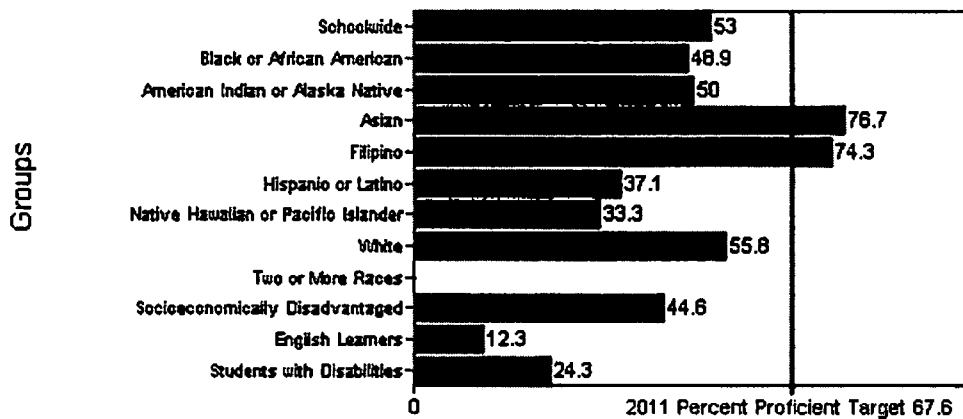
School and Student Performance Data Forms

- a) Federal Accountability: 2011 Adequate Yearly Progress (AYP). . . 24
- b) Federal Accountability: 2011 Annual Measurable Objectives . . . 25-26
- c) California Standardized Testing & Reporting 2011 (STAR). . . 27-29
- d) California English Language Development (CELDT) 2009-2010 . . 30
- e) California Physical Fitness Report Summary of Results 2009-2010 31
- f) Demographic/Gender Data Summary 32

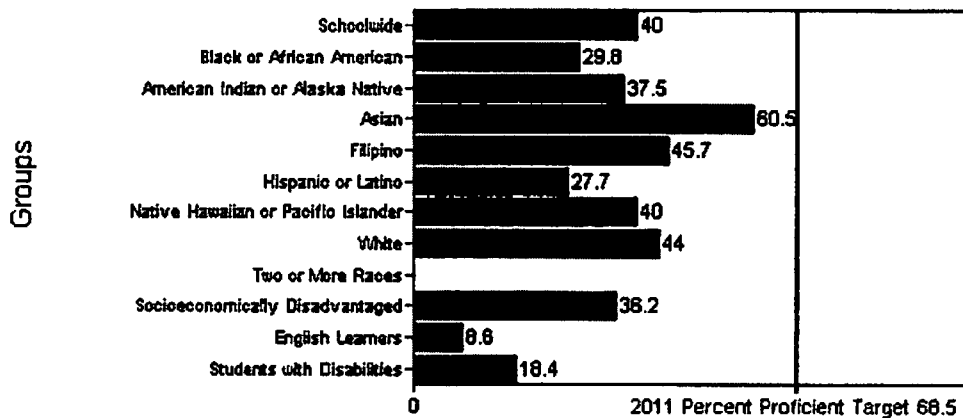
**Federal Accountability: 2011 Adequate Yearly Progress (AYP)
Riles Middle School**

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

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



Conclusions indicated by the data:
1. Asian and Filipino students met the target goal for ELA by scoring 76.7% and 74.3% at or above proficient respectively.
2. No student subgroups met the target goal for Mathematics.

**Federal Accountability: 2011 Annual Measurable Objectives (AMOs)
Riles Middle School**

Academic Performance Index (API) - Additional Indicator for AYP

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 67.6 % <u>Met all percent proficient rate criteria? No</u>					Mathematics Target 68.6 % <u>Met all percent proficient rate criteria? No</u>				
	Valid Scores	Number Above Proficient	Percent Above Proficient	Met AYP Criteria	Alternative Method	Valid Scores	Number Above Proficient	Percent Above Proficient	Met AYP Criteria	Alternative Method
Schoolwide	1031	546	53.0	No		1031	412	40.0	Yes	<u>SH</u>
Black or African American	131	64	48.9	Yes	<u>SH</u>	131	39	29.8	Yes	<u>SH</u>
American Indian or Alaska Native	16	8	50.0	--		16	6	37.5	--	
Asian	86	66	76.7	--		86	52	60.5	--	
Filipino	35	26	74.3	--		35	16	45.7	--	
Hispanic or Latino	213	79	37.1	No		213	59	27.7	No	
Native Hawaiian or Pacific Islander	15	5	33.3	--		15	6	40.0	--	
White	525	293	55.8	Yes	<u>SH</u>	525	231	44.0	Yes	<u>SH</u>
Two or More Races	10	--	--	--		10	--	--	--	
Socioeconomically Disadvantaged	608	271	44.6	No		608	220	36.2	Yes	<u>SH</u>
English Learners	81	10	12.3	--		81	7	8.6	--	
Students with Disabilities	152	37	24.3	Yes	<u>SH</u>	152	28	18.4	No	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
761	779	18	Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Conclusions indicated by the data:

1. Riles Middle School met the AYP growth target with an increase of 18 points on the API from 761 to 779.
2. Three statistically significant subgroups, Black or African American, White, and Students with Disabilities, met the AYP criteria for E/LA.

3. Hispanic or Latino and Socioeconomically Disadvantaged subgroups did not meet the AYP criteria for E/LA or Mathematics, although the percent at or above proficient is higher for E/LA (English/Language Arts).
 4. Riles did not meet AYP criteria for our Socioeconomically Disadvantaged students in E/LA but did in Mathematics.
-

California Standardized Testing and Reporting (STAR)

Riles (Wilson C.) Middle School

All Students

2010-2011

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment					353	359	381			

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested					318	328	335			
% of Enrollment					90.1 %	91.4 %	87.9 %			
Students with Scores					318	328	335			
Mean Scale Score					358.8	358.8	354.4			
% Advanced					22 %	19 %	21 %			
% Proficient					36 %	35 %	34 %			
% Basic					30 %	33 %	29 %			
% Below Basic					10 %	11 %	9 %			
% Far Below Basic					1 %	1 %	7 %			

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested					317	248				
% of Enrollment					89.8 %	68.5 %				
Students with Scores					317	248				
Mean Scale Score					363.1	338.8				
% Advanced					20 %	4 %				
% Proficient					33 %	33 %				
% Basic					30 %	41 %				
% Below Basic					16 %	19 %				
% Far Below Basic					1 %	3 %				

CST General Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested							104			
% of Enrollment							27.3 %			
Students with Scores							104			
Mean Scale Score							291.3			
% Advanced							1 %			
% Proficient							12 %			
% Basic							35 %			
% Below Basic							27 %			
% Far Below Basic							26 %			

CST Algebra I

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested						80	237			
% of Enrollment						22.3 %	62.2 %			
Students with Scores						80	237			
Mean Scale Score						348.3	328.4			
% Advanced						5 %	3 %			
% Proficient						40 %	32 %			
% Basic						40 %	31 %			
% Below Basic						15 %	26 %			
% Far Below Basic						0 %	8 %			

CST Geometry

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested							28			
% of Enrollment							7.3 %			
Students with Scores							28			
Mean Scale Score							379.9			
% Advanced							11 %			
% Proficient							61 %			
% Basic							29 %			
% Below Basic							0 %			
% Far Below Basic							0 %			

CST History - Social Science Grade 8

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested							375			
% of Enrollment							98.4 %			
Students with Scores							375			
Mean Scale Score							347.6			
% Advanced							21 %			
% Proficient							26 %			
% Basic							33 %			
% Below Basic							10 %			
% Far Below Basic							10 %			

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

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested							335			
% of Enrollment							87.9 %			
Students with Scores							335			
Mean Scale Score							382.9			
% Advanced							37 %			
% Proficient							29 %			
% Basic							23 %			
% Below Basic							7 %			
% Far Below Basic							4 %			

Conclusions Indicated by the data:

1. An average of 56% of all students grades 6th, 7th, and 8th, scored Proficient or Advanced on CST E/LA.
2. An average of 45% of students in 6th and 7th grade scored Proficient or Advanced on CST Mathematics.
3. 45% of 7th graders and 35% of 8th graders that took the CST Algebra I scored Proficient or Advanced.
4. 47% of 8th graders scored Proficient or Advanced on CST History/S.S.
5. 66% of 8th graders scored Proficient or Advanced on CST Science.

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

Performance Level	6	7	8
Advanced	0 (0.0%)	1 (5.0%)	3 (11.0%)
Early Advanced	7 (33.0%)	11 (58.0%)	13 (48.0%)
Intermediate	10 (48.0%)	4 (21.0%)	10 (36.0%)
Early Intermediate	2 (10.0%)	2 (11.0%)	1 (4.0%)
Beginning	2 (10.0%)	1 (5.0%)	1 (4.0%)
Number Tested	21 (100.0%)	19 (100.0%)	28 (100.0%)

Domain	6	7	8
Listening	523.5	565.6	580.5
Speaking	510.7	569.3	573.6
Reading	513.0	537.7	550.1
Writing	509.2	525.7	553.8

Conclusions indicated by the data: .

1. 8th grade has more students that scored Early Advanced than 6th or 7th grade.
2. 8th grade has the most students scoring in the Advanced category.

Riles Middle School

2009- 2010 California Physical Fitness Report Summary of Results

Grade 7			
Physical Fitness Area	Total Tested	% In HFZ	% Not in HFZ
Aerobic Capacity	378	57.9	42.1
Body Composition	378	73.0	27.0
Abdominal Strength	378	70.4	29.6
Trunk Extensor Strength	378	33.3	66.7
Upper Body Strength	378	39.4	60.6
Flexibility	378	73.5	26.5
Grade 7			
Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number	Percent	Cum. Percent
6 of 6 fitness criteria	32	8.5	8.5
5 of 6 fitness criteria	77	20.4	28.9
4 of 6 fitness criteria	95	25.1	54.0
3 of 6 fitness criteria	72	19.0	73.0
2 of 6 fitness criteria	51	13.5	86.5
1 of 6 fitness criteria	39	10.3	96.8
0 of 6 fitness criteria	12	3.2	100.0
Total tested	378	100.0	

*Healthy Fitness Zone

Conclusions indicated by the data:

3. 28.9% (109 students) are in the Healthy Fitness Zone = 5/6 or 6/6 fitness criteria.
4. 13.5% (51 students) passed one or zero tests.
5. The three strongest areas are Flexibility with 73.5% in HFZ, Body Composition with 73% in HFZ and Abdominal Strength with 70.4% in HFZ.
6. The weakest area is Trunk Extensor Strength with 33.3% in HFZ.

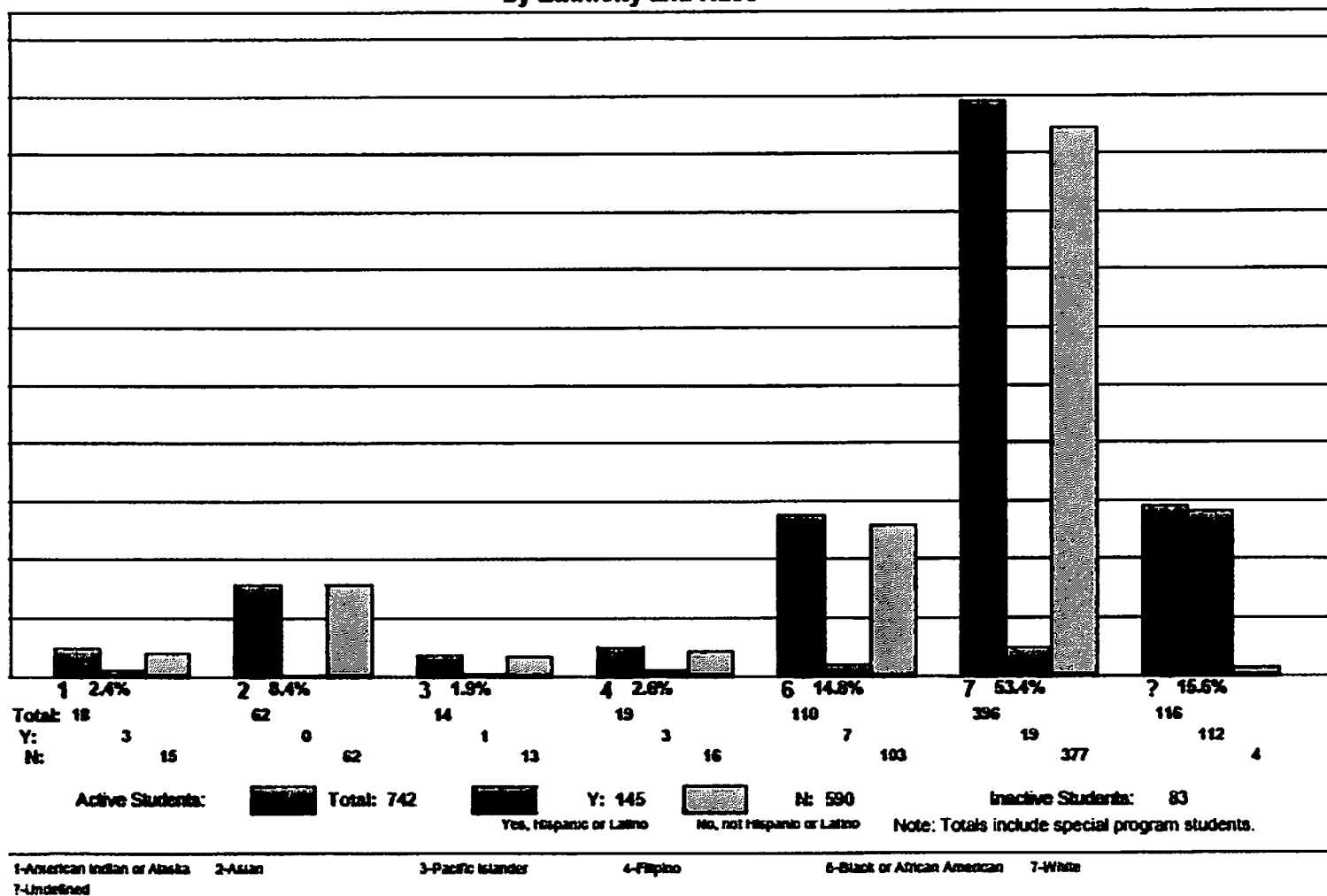
Wilson C Riles Middle School

2011-2012

STUDENT DISTRIBUTION

10/31/2011

by Ethnicity and Race



Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Staffing and Professional Development

- Site offers as needed training in Fred Jones behavior management techniques. *Tools for Teaching* books and DVDs provided and/or available to all teachers.
- High Quality First Instruction 8-hour training provided by SCOE in 2009-2010.
- One K-12 district academic coach provides teacher training.
- Computer training as needed provided for the following programs: Excel, Publisher, PowerPoint, Word, AERIES, e-mail and Internet usage.
- Teachers have the opportunity throughout the year to attend off-site conferences to learn new techniques to ensure all students reach the grade level standards and to enhance their classroom environment.
- Riles sends a team of teachers to the AVID Summer Institute training each year.
- Riles sends a team of teachers to CLMS Annual Conference each year.
- Weekly faculty, team, department and/or grade level meetings provide professional development and collaboration opportunities.
- Professional Learning Communities allow for departments to meet bi-monthly to lesson pacing and curriculum content.
- New teachers participate in the BTSA program.
- Some district sponsored professional development opportunities are available to teachers & staff.

Teaching and Learning

- District adopted textbooks and materials used in all subjects based on state and national standards.

- In 2009, English/Language Arts adopted the Prentice Hall Literature Program.
- In 2007, math adopted the MacMillan/McGraw-Hill Glencoe Program. This math program is approved by the state and is aligned to the standards.
- In 2006, social studies adopted the McDougal Littell program.
- In 2007, science adopted Prentice Hall as the textbook program.
- English learners are provided additional instruction using High Point.
- Teachers' daily lesson plans state the grade level standards being addressed in reading/language arts, science, math and social studies.

Opportunity and Equal Educational Access

- Teachers differentiate curriculum in accordance with 504 plans, the GATE Academy, and as needed to meet the needs of all students.
- English and Math Support Classes provide intervention for high priority strategic students performing at basic or below levels on CST.
- Husky Math and English Classes provide intervention for strategic students performing at basic or below levels on CST.
- All state adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards.
- We provide a breakfast and lunch program for our students, and offer free or reduced meals to families that qualify.
- Other services include: speech and pathology services, occupational therapy, special day class, resource class, ELD and special education instructional assistants, and counseling services.
- Our library houses over 13,000 books including 300 audio-visual materials.

Involvement

- We have one 0.4 FTE ELD teacher to address the needs of our English Language Learners.
- We have committees at the school (ELAC-English Language Advisory Committee) and District (DELAC-District English Language Advisory Committee) for our non-English speaking parents.
- We have on site translators in Spanish and Russian/Ukrainian to bridge the language barrier gap between our non-English speaking parents and the school.
- Student Study Team meetings and parent/teacher meetings are held as needed to address student needs.
- We have an active Parent Teacher Association to involve parents in the school.
- Student attendance is emphasized by the teaching staff, office staff, and administration by communicating with families when their child is absent,

including an automated phone system and a personal call home from staff.

- Riles students have opportunities to participate in student leadership, conflict mediation, numerous after school clubs and our school athletic program.
- Parent support, participation and involvement are encouraged and welcomed at Riles. Expectations for parent participation are outlined in the "Parent Involvement Policy" and "School/Parent Compact".
- Americorps tutors work with students in grades 7-8.
- Parent coffee mornings are held quarterly; they are facilitated by our counselor and the principal.

Funding

- We provide multiple intervention opportunities including: Math and English Support Classes, Husky Math and English Classes, and Husky Help teacher office hours after school.
- We offer homework and tutoring clubs after school and many classrooms are open and available for additional tutoring before school and during lunch.
- SLIP and Title One funds are used to fund the 1.0 FTE computer technician.
- Classrooms have approximately 2 - 4 computers for student use throughout the day. Students have Internet access for research projects.
- Two full computer labs are open daily and two mobile labs are available daily.
- All classrooms have supplemental materials in the core curriculum for student use.

Riles Middle School Site Council Bylaws

Article I NAME

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

Article II PURPOSE

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

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

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

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

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

Article III MEMBERSHIP

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

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

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

Section 4. Site Council vacancies will be posted at Open House. All parent or community members shall be elected by ballot, which will be available to all families with students attending Riles School by the end of the third trimester. The Site Council vacancies will be filled by the candidates who receive the highest vote tally, up to two other candidates will serve as alternates. A vacancy of membership shall be filled by the alternate with the highest vote tally. If there are no alternates then a new member shall be appointed by a majority vote of the Riles Site Council.

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

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

Article IV OFFICERS

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

Article V MEETING and QUORUM

Section 1. The meeting dates for the next school year shall be set at the March meeting.

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

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

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

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

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

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

Article VI AMENDMENT

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

Article VII DUTIES of the OFFICERS

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

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

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

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

Article VIII ELECTION of OFFICERS

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

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

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

Article IX COMMITTEES

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

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

Article X RULES of ORDER

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

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

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

Use of Resources

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

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

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

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

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

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

Expenditures are allowable if they:

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

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

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

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

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

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

The district may also reserve funds for:

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

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

Acronyms and Specialized Terms

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

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

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

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

Wilson C. Riles Middle School Parent Involvement Policy

NOTE: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must work with parents to develop a Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The school and parents must agree on this policy, and the school must distribute it to parents.

* * * * *

PART I. GENERAL EXPECTATIONS

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

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

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

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

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

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

1. Wilson C. Riles Middle School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Notify parents in advance of the meetings to change the School Parental Involvement Policy
2. Wilson C. Riles Middle School will take the following actions to distribute to parents of participating children and to the local community, the School Parental Involvement Policy:
 - Distribute the School Parental Involvement Policy to the parents.
 - Distribute the School Compact to each parent.
 - These two documents will be given to new, enrolling students throughout the school year.
 - These two documents will be available on the WCR website (www.centerusd.k12.ca.us/cusd/wcriles) under the school info tab.
 - Ongoing communication through the website, e-mail and home phone dialer.
3. Wilson C. Riles Middle School will periodically update its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - The School Site Council meetings will be used as the venue for reviewing and adjusting the policy as needs arise.
4. Wilson C. Riles Middle School will inform parents of the following:
 - That their child's school participates in Title I.
 - About the requirements and program components of Title I.
 - Of their rights to be involved in their child's education within Title I.
 - That Title I updates will be given each month during the School Site Council meeting.

5. Wilson C. Riles Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, academic assessment tools used to measure student progress and the proficiency levels students are expected to meet.
 - All curriculum is available for viewing at Back To School Night.
 - All parents will be provided access to our “Homelink” parent/student website. This web-based interface allows parents and students to access grade, homework and attendance information.
 - Parents will receive notification of whether their child is enrolled in an intervention period.
 - Course outlines for each subject are available on the school website.
6. Wilson C. Riles Middle School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Wilson C. Riles Middle School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - PTA actively recruits parents during family nights and Back to School night. The PTA meeting schedule is posted on the school website as well as the PI Notification Letter.
 - School Site Council (SSC) meetings will be held monthly. English Language Advisory Committee meetings and Parent Coffee Mornings will be held quarterly throughout the school year.
2. Wilson C. Riles Middle School will incorporate the School-Parent Compact as a component of the School Parent Involvement Policy.
3. With the help of the District, Wilson C. Riles Middle School will provide to parents assistance in understanding the following topics:

- The state's academic content standards.
 - The state's academic achievement standards.
 - State and local academic assessments, including alternative assessments.
 - The requirements of Title I.
 - Use of the school website and "Homelink" as a resource for parents.
4. Wilson C. Riles Middle School will, with the assistance of the District, provide materials and training to help parents work with their children to improve academic achievement in areas such as literary fluency and comprehension, math skills and use of technology, fostering parental involvement by:
- Inviting parents who request assistance to meet with administrators and/or teachers to go over materials and expectations.
5. Wilson C. Riles Middle School will, with the assistance of its District and parents, educate teachers and other staff in how to reach out to, communicate with, and work with parents as equal partners; how to value and utilize parent contributions; how to implement and coordinate parent programs; and how to build ties between parents and schools, by:
- Conducting "Parent Coffee Mornings" quarterly during the school year.
 - Asking for and encouraging ideas and input during SSC, ELAC and PTA meetings.
 - Keeping parents informed about events via newsletter, website and automatic phone dialer.

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

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

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

* * * * *

PART V. ADOPTION

This policy was adopted by Wilson C. Riles Middle School on October 19, 2011 and will be in effect for the period of one year. The school will distribute this policy to all parents. It will be made available to the local community in The Single Plan for School Achievement. Wilson C. Riles Middle School's notification to parents of this policy will be made available on the school website.



(Signature of Authorized Official)

10-25-11

(Date)

Center Joint Unified School District

AGENDA REQUEST FOR	
DEPT./SITE: Spinelli Elementary	ACTION ITEM <u> X </u>
TO: Board of Trustees	INFORMATION ITEM <u> </u>
DATE: December 2, 2011	# ATTACHED PAGES <u> 49 </u>
FROM: Kristin Schmieder	
PRINCIPAL'S INITIALS <u> </u>	

SUBJECT: Single Plan for Student Achievement for Spinelli Elementary

RECOMMENDATION: The CJUSD Board of Trustees Approve the Single Plan for Student Achievement for Spinelli Elementary.

CONSENT AGENDA

The Single Plan for Student Achievement

Cyril Spinelli Elementary School
Center Joint Unified School District

34-73973-6032924
CDS Code

Date of this revision: November 2011

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

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

Contact Person: Kristin Schmieder

Position: Principal

Telephone Number: 916-338-6490

Address: 3401 Scotland Dr., Antelope, CA 95843

E-mail Address: kriss@centerusd.org

The District Governing Board approved this revision of the School Plan on December 14, 2011.

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School Mission, Vision, and Goals

Mission

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

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

Vision

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

Goals

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

School Profile

Cyril Spinelli Elementary is one of four elementary schools in Center Joint Unified School District, located adjacent to Midtown Park in Antelope, CA within a dynamic community of economic and social diversity. Spinelli Elementary opened in 1965 and serves students from pre-school through sixth grade with a current enrollment of approximately 400 students.

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

Students who attend Cyril Spinelli Elementary reach or exceed the grade level standards through the *Open Court Reading Program*, and *Harcourt School Publishers Math Program* in grades K-5, and *Pearson, and Prentice Hall Math* in grade 6.

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Staffing and Professional Development

- The District offers in-service training in Open Court, Harcourt School Publishers Math Program, and Fred Jones Behavior Management Techniques.
- Computer training in-services are provided for the following programs: United Streaming, Excel, PowerPoint, Publisher, Basic and Intermediate Word, Aeries Student Information System, Accelerated Reader, and SuccessMaker, and email and Internet use.
- A District Academic Coach provides teacher training and staff development on a variety of topics to include English/Language Arts, Math, Technology, Writing Skills, Organizational Skills, and Critical Thinking Skills.

Teaching and Learning

- Since the 1997-1998 School Year, we have been using the *Open Court Reading Series*. In the 2002-2003 School Year, we adopted *Open Court 2002*. This reading program is approved by the state, and aligned to the standards.
- In the 2001-2002 School Year we adopted the *Harcourt Math Program*. In the 2009-2010 school year we implemented the *Harcourt School Publishers Math*

Program. With the adoption of *Open Court 2002*, our school-wide Title 1 program purchased \$40,000.00 in supplemental materials, such as extra reading trade books and listening centers with books on CD, to address the various learning styles and modalities of our student population. In addition, \$10,000.00 was spent at the end of the 03-04 school year to replace consumable, supplemental materials to be used in the 04-05 school year. In the 04-05 school year, each grade level spent \$10,000.00 for standards-based supplemental materials to support the core curriculum and enhance the classroom environment. In the 05-06 school year, each teacher received an allotment to purchase additional instructional materials to support the core curriculum. In the 06-07 SY, supplemental materials were purchased to give additional support to our neediest students. In the 07-08 school year, we implemented a learning center model where grade level students participate in small group instruction in the core subjects to meet grade level standards. We operate two state of the art computer labs to accommodate students grades Pre-K-6.

Opportunity and Equal Educational Access

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

Involvement

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

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

Funding

- We provide an intervention program for students at risk of retention. Students most at risk come to school for additional time outside the school day to develop the skills needed to meet the grade level standards. We offer a before school program staffed by a teacher and instructional specialists.
- Our Title 1 Academic Coordinator and two instructional specialists provide a pull-out and/or push-in program during the school day for students who are not working at grade level. They work with the students on the grade level standards in the core curriculum.
- All classrooms have approximately three computers for student use throughout the day. Students in grades K-6 are provided Internet access for research projects.
- All classrooms have listening centers to accommodate student needs.
- All classrooms have supplemental materials in the core curriculum for student use.
- Our computer labs are equipped with a variety of academically sound supplemental programs designed to meet individual student needs.
- Students have access to the Harcourt Math Intervention computer program, the *Accelerated Reader Program*, and the *Read Naturally Program* to build their fluency and comprehension skills.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Healthy Start/Family Resource Center

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

Academic	Health	Social/Emotional	Basic Needs
One on one and small group tutoring	Translation in Spanish and Russian to assist in accessing health services	Mentoring by Staff members, Healthy Play Grant strategies	Referrals for housing assistance through Healthy Start/Family Resource Center
Translation services for parent/teacher conferences in Spanish and Russian	Referral and advocacy to access health services and family health education	2 nd Step and Healthy Play curriculum taught and implemented	Emergency clothes closet on the campus
English Language classes for adults every morning	Assistance applying for low cost health insurance for children	Special Friends program and Healthy Play Grant to help students gain confidence in school	Referrals for emergency food
English Language classes for adults two evenings a week	Access to free eye care through Vision Service Plan for low income students who do not have insurance	Friends Club and Healthy Play Grant to teach students how to model pro-social behavior and problem solving strategies	Toys for children at Christmas
Adult Education GED classes	Annual Dental screening and free dental care for uninsured students	Consultation for teachers and parents on child behavior and management	Host families for Thanksgiving and Christmas meals
Community donation of school supplies	Dental health care instruction through Smilekeepers	Child and family counseling for MediCal eligible families through Terkensha Mental Health	Services for homeless families

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Title 1

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

<u>Identification</u> of all students, kindergarten through grade 6, who are in need of supplemental instruction in Reading/ Language Arts and Math, based on assessment data	<u>A Title 1 Coordinator</u> Provide individual and small group instruction in Reading/ Language Arts and Math.	<u>2 Instructional Specialists</u> Provide individual and small group instruction in Reading/ Language Arts and Math	<u>Step Up To Writing</u> A writing program designed to be used across the curriculum in grades 1-6
<u>Extended Day Programs</u> Before school classes to assist at-risk students in Language Arts and Math	<u>Supplemental Materials</u> Literature, literacy resources, computer software, and various manipulatives are available for classroom use	<u>Math Facts in a Flash</u> Assists students in mastering math facts from basic addition to decimals, squares, and fractions	<u>Harcourt Math Intervention</u> Software which directly supports the classroom math curriculum
<u>Computer Labs</u> Students have access to two computer labs. These labs are used for computer-assisted instruction and research projects.	<u>Computer-assisted instruction</u> Students have access to <i>SuccessMaker</i> and <i>Learning Today</i> . These individualized programs address specific Language Arts and Math needs. It is available in grades, Kindergarten through 6 th .	<u>Accelerated Reader</u> A computerized reading incentive program, which helps to motivate students to read by setting individual reading goals and assessments	<u>Read Naturally Program:</u> A computerized reading program focusing on reading fluency and comprehension skills

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Intervention Program

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

How do we meet the physical needs of our students?

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

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

How do we meet the emotional needs of our students?

Spinelli was awarded a \$400,000.00 Healthy Start Grant in June of 2000. Our Healthy Start program is still in operation today, extending the grant far beyond the initial three years of funding.	Through Terkensha Mental Health, our families have access to mental health services increasing students' abilities to function in school, at home, and in the community. These services are provided on the Spinelli campus.	We have a <i>Healthy Play Grant</i> designed to teach appropriate social skills.	Occasionally we make home visits to support students who need that connection to be successful in school.
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How do we meet the academic needs of our students?

Being a School-wide Title 1 school, we offer a variety of interventions to meet the needs of all learners. These interventions can be extra materials to support the curriculum, instructional specialists or teachers working with students, computers and computer labs, and/or Accelerated Reader books.	<i>UnitedStreaming</i> , an online video clip program designed to offer real-life visual and audio cues on a number of educational topics, provides students with background knowledge necessary for concept attainment.	Our English Learners receive instruction in English Language via the <i>Avenues Curriculum</i> , and SDAIE strategies throughout the school day. All students participate in the <i>Step Up to Writing</i> program.	We have a Title 1 Academic Coordinator, and 2 instructional specialists who work one-on-one or in small groups with students using a pull-out/ push-in model throughout the school day to bring struggling students up to the grade level standards.
Our Title 1 Academic Coordinator meets with teachers every six weeks to discuss the progress of students with FAST Plans, and adjust the plans to meet the needs of the students.	We provide staff development to improve and strengthen our teachers' abilities to deliver a quality education. We provide in-services on behavior management, strategies and techniques for reaching the reluctant learner, curriculum delivery, and technology to extend student learning.	To increase school attendance, we also recognize students with perfect attendance at our Tiger Days. We make daily phone calls home for every student absence.	For a struggling student, the day begins with before school intervention, where the student works on reading and/or math skills. Before school intervention also utilizes one-on-one sessions with a teacher or instructional specialist. This program is offered daily.

STUDENT PERFORMANCE DATA SUMMARY

School Demographic Characteristics October, 2010 CBEDS

Male									Female								
	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American Not Hispanic	White	Multiple or no response	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American Not Hispanic	White	Multiple or no response	Total
Kdg	2	2			3	3	10	1		6		1		3	13		44
1st		2	1		5	4	14			4			6	2	10		48
2nd		6			6	4	5	3		1	1		5	1	11	5	48
3rd		4			4	1	8	1		4			8	2	9	2	43
4th		2			4	3	11			4	1		7	6	13	4	55
5th	1	3			3	1	14			2			2	6	8		40
Ungraded	1	4		1	9	7	13		2	1			4	3	13		58
Total	4	23	1	1	34	23	75	5	2	22	2	1	32	23	77	11	336

Ethnic/Racial (STAR)

Percent

African American	13
American Indian	2
Asian	15
Filipino	0
Hispanic or Latino	24
Pacific Islander	1
White (not Hispanic)	43
Two or more races	1

These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

Participants In Free or Reduced Price Lunch (STAR)

Percent
75

English Learners (STAR)

Percent
29

Reclassifies Fluent English (RFEP)

12

Students with Disabilities (STAR)

23

Multi-track year-round school

no

School Mobility (STAR)

89

This is the percent of students who were Counted in October 2008 CBEDS.

Class Size (CBEDS)

Average

Grades K-3

Grades 4-5

Parent Educational Level (STAR) Percent

*Parent with a response 100

Of those with a response

Not a high school graduate 13

High school graduate 31

Some College 38

College graduate 15

Graduate 4

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

Average Parent Educational Level 2.66

The average of all responses where "1" represents "Not a high school Graduate" and "5" Graduate school."

Fully credentialed teachers

Percent
100

Teachers with emergency credentials 0

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

Number

228

Number of students excused from testing (STAR) per parent written request 0

Number of Students Tested (STAR) 228

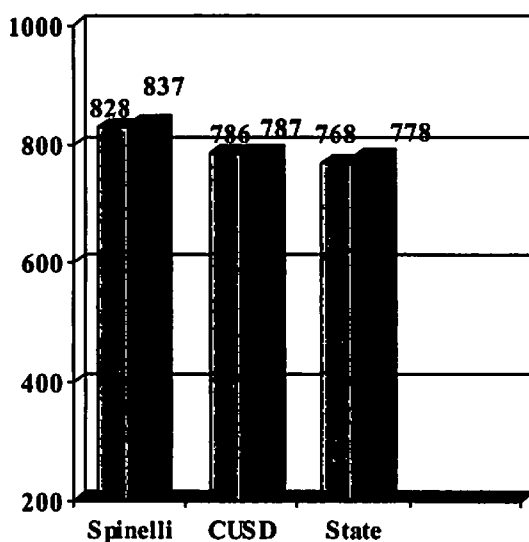
State Accountability: Academic Performance Index (API)

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

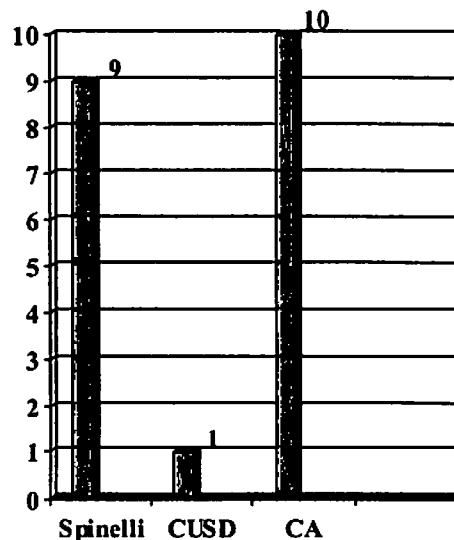
STAR 2011 Percent Tested	Number Included in the 2011 API	2011 API (Growth)	2010 API (Base)	2010-11 Growth Target	2010-11 Growth	Met Target School-wide	Met Target Comparable Improvement
100	201	837	828	A	9	yes	yes

Student Groups	Number of Pupils Included in 2011 API	Numerically Significant	2011 Subgroup API Growth	2010 Subgroup API Base	2010-11 Subgroup Growth Target	Met 2010-2011 Subgroup Growth Target
African American, not Hispanic	25	no	857	826	n/a	n/a
American Indian or Alaska Native	3	no	n/a	n/a	n/a	n/a
Asian	31	no	821	826	n/a	n/a
Filipino	1	no	n/a	n/a	n/a	n/a
Hispanic or Latino	50	no	810	809	n/a	n/a
Pacific Islander	2	no	n/a	n/a	n/a	n/a
White not Hispanic	86	yes	849	846	A	yes
Economically Disadvantaged	156	yes	829	825	A	yes
English Learners	78	yes	828	802	A	yes
Students with Disabilities	49	no	801	753	n/a	n/a

API Scores from 2010 to 2011



Growth in API from 2010 to 2011



Federal Accountability: Adequate Yearly Progress (AYP)

Met AYP Criteria

Participation Rate

Percent Proficient

API

English-Language Arts

Yes

No

Yes

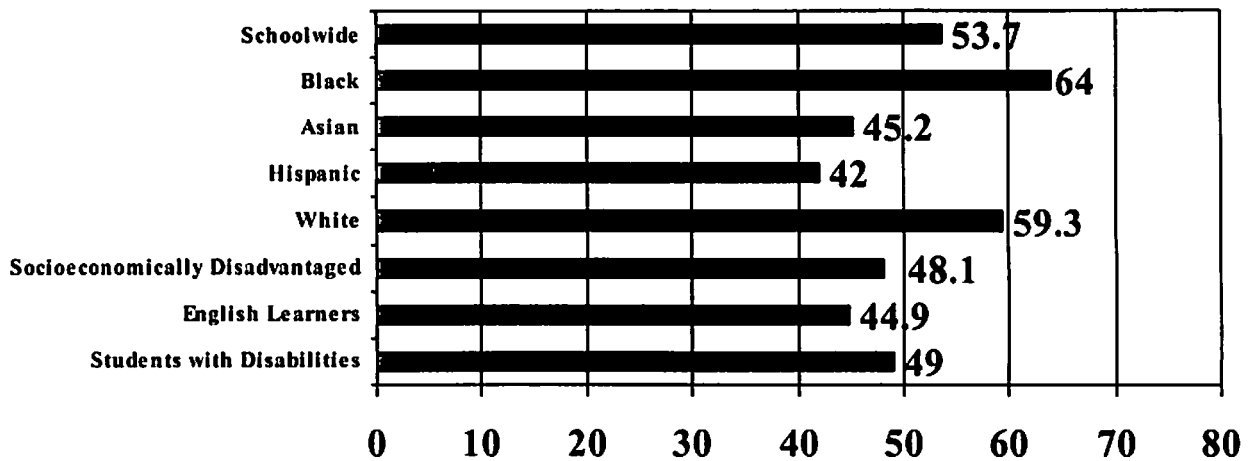
Mathematics

Yes

No

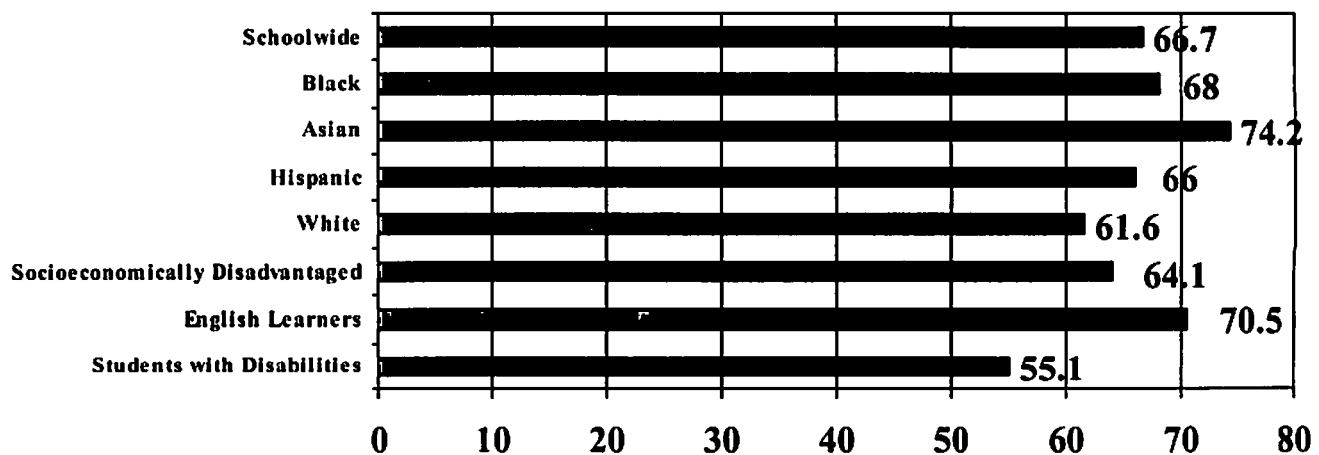
Yes

English Language Arts- Percent At or Above Proficient



2011 Percent Proficient Target 67.6

Mathematics- Percent At or Above Proficient



2011 Percent Proficient Target 68.5

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

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE											
		Grade: 2			Grade: 3			Grade: 4			Grade: 5		
		'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11
Percent At or Above Proficient	%	73	53	69	48	29	25	79	80	54	49	70	59
Percent At Basic	%	21	24	15	33	40	50	17	13	44	41	21	37
Percent Below Basic	%	4	13	2	15	28	20	0	7	2	6	9	2
Percent Far Below Basic	%	2	10	13	4	3	5	3	0	0	4	0	2
TOTAL NUMBER	#	52	51	52	46	65	40	59	56	50	49	57	41
% OF STUDENT POPULATION	%	100	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

1. In grade 2 there was an increase in the percentage of students scoring at or above proficient compared to the prior year.
2. In grades 3, 4 and 5, there was a decrease in the percentage of students scoring at or above proficient compared to the prior year.

Table 1b: Academic Performance by Grade Level-Mathematics

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE											
		Grade: 2			Grade: 3			Grade: 4			Grade: 5		
		'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11
Percent At or Above Proficient	%	84	61	79	74	42	60	75	70	70	54	74	56
Percent At Basic	%	12	22	8	11	34	38	24	29	28	22	21	27
Percent Below Basic	%	4	14	10	15	20	3	2	1	2	20	4	15
Percent Far Below Basic	%	0	3	4	0	4	0	0	0	0	4	1	2
TOTAL NUMBER / % OF STUDENT POPULATION	#	52	51	52	46	65	40	59	56	50	50	57	41
	%	100	100	100	100	100	100	100	100	100	100	100	100

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

Conclusions indicated by the data:	
1.	In grades 2 and 3, there was an increase in the percentage of students scoring at or above proficient compared to the prior year.
2.	In grade 5, there was a significant decrease in the percentage of students scoring at or above proficient compared to the prior year.

English-Language Arts
Target 67.6 %
Met all percent proficient rate criteria? Yes

<u>GROUPS</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2011 AYP Criteria</u>	<u>Alternative Method</u>
Schoolwide	201	108	53.7	No	
African American or Black (not of Hispanic origin)	25	16	64.0	--	
American Indian or Alaska Native	4	--	--	--	
Asian	31	14	45.2	--	
Filipino	1	--	--	--	
Hispanic or Latino	50	21	42.0	No	
Pacific Islander	2	--	--	--	
White (not of Hispanic origin)	86	51	59.3	Yes	SH
Two or More Races	2	--	--	--	
Socioeconomically Disadvantaged	156	75	48.1	No	
English Learners	78	35	44.9	No	
Students with Disabilities	49	24	49.0	--	

Conclusions indicated by the data:

1. Over 53% of the students scored At or Above Proficient.
2. Four of the five subgroups did not meet AYP criteria in ELA.

Table 3: Mathematics Annual Measurable Objectives (AMOS)

Mathematics Target 68.5 % <u>Met all percent proficient rate criteria? Yes</u>					
<u>GROUPS</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2011 AYP Criteria</u>	<u>Alternative Method</u>
Schoolwide	201	132	65.7	No	
African American or Black (not of Hispanic origin)	25	17	68.0	--	
American Indian or Alaska Native	4	--	--	--	
Asian	31	23	74.2	--	
Filipino	1	--	--	--	
Hispanic or Latino	50	33	66.0	Yes	SH
Pacific Islander	2	--	--	--	
White (not of Hispanic origin)	86	53	61.6	Yes	Y3
Two or More Races	2	--	--	--	
Socioeconomically Disadvantaged	156	100	64.1	No	
English Learners	78	55	70.5	Yes	
Students with Disabilities	49	27	55.1	--	

Conclusions indicated by the data:

1. Over 65% of the students scored At or Above Proficient in Math.
2. Three of the five subgroups met AYP criteria in Math.

Table 4: 2009-2010 Physical Fitness Report

2009-2010 Physical Fitness Report Summary of Results			
Physical Fitness Tasks	Total Tested	% in HFZ (Healthy Fitness Zone)	% not in HFZ (Healthy Fitness Zone)
Aerobic Capacity	55	80.0	20.0
Body Composition	55	67.3	32.7
Abdominal Strength	55	89.1	10.9
Trunk Extensor Strength	55	90.9	9.1
Upper Body Strength	55	65.5	34.5
Flexibility	55	23.6	76.4

Conclusions indicated by the data:

1. At least 65% of all fifth graders met or exceeded the requirements in each of the physical fitness tasks excluding the areas within flexibility.

Table 5: California English Language Development (CELDT) 10-11 Data

Grade	California English Language Development Test (CELDT) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Total Tested	
	#	%	#	%	#	%	#	%	#	%	#	%
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	4	31	5	38	4	31	1	6	13	100
2	0	0	4	25	7	44	4	25	0	0	16	100
3	1	7	3	21	6	43	4	29	1	7	14	100
4	0	0	4	27	10	67	0	0	0	0	15	100
5	1	13	2	25	4	50	1	13	0	0	8	100
Total	2	3	17	26	32	48	13	20	2	3	66	

Conclusions indicated by the data:

1. 3% of the EL students scored Advanced. 26% scored Early Advanced. 48% scored Intermediate. 20% scored Early Intermediate, and 3% scored Beginning.

Planned Improvements in Student Performance

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

SCHOOL GOAL # <u>1</u> Scores will reflect at least a two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Reading/Language Arts.	
The students in the following subgroups and grade levels will participate in this goal: <ul style="list-style-type: none"> All students, Title 1, English Learners, Students With Disabilities 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> Two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Language Arts
Means of evaluating progress toward this goal: <ol style="list-style-type: none"> STAR leveled reading assessment CST for Language Arts Title 1 support Accelerated Reader Open Court and Fluency Assessments FAST meetings, every six weeks with Title 1 coordinator DWA, <i>Step Up To Writing Program</i> Cut-Points Checklist Before school Intervention program California Frameworks Blueprints <i>SuccessMaker</i> and <i>Learning Today</i> computer programs Test prep workbooks and activities Teacher collaboration, analyze student work samples Read Naturally Computer Program San Diego Quick, BPST, APST Assessments SIPPS Reading Program SDAIE Strategies, <i>Avenues Curriculum</i> Depth and Complexity Icons 	Group data to be collected to measure academic gains: <ol style="list-style-type: none"> Accelerated Reader reports STAR leveled reading reports Report Cards EL report cards Parent access to Gradebook via Aeries DWA assessments Open Court assessments CST data for Language Arts SuccessMaker reports SIPPS Assessments San Diego Quick, BPST, APST Assessments EL Standards Checklists Fluency Assessments District Writing Rubric Work samples reviewed every six weeks <i>Learning Today</i> data Depth and Complexity - student work samples New Student Data System (TBD)

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time before school	August 11 - May 2012	Intervention teacher & Instructional Specialists	\$18,000.00	Title 1
Push-in or Pull out programs during the day	August 11 - May 2012	1 Title 1 Coordinator & 2 Instructional Specialists	\$175,000.00	Title 1
Supplemental Services (<i>AR, Read Naturally, SuccessMaker</i>)	August 11 - May 2012	Currently have programs	None	
<i>Avenues</i> curriculum for EL students	August 11 - May 2012	Currently have curriculum	None	
Small group instruction during workshop	August 11 - May 2012	None	None	
<i>Learning Today</i> Curriculum	August 11 - May 2012	Site licenses for computers	\$4,000.00	Title 1
Staff Development	August 11 - May 2012	People/Time/Materials	\$16,000.00	Title 1
Communication by the teachers with parents	August 11 - May 2012	Email, telephone, weekly grade reports, ABI access to grades and attendance	\$500.00	General Fund
School and/or classroom newsletter with web pages and other resources for parents to access which support student learning.	August 11 - May 2012	Copy Paper	\$500.00	General Fund
FAST meetings with Title 1 Academic Coordinator every six weeks	August 11 - May 2012	Substitutes for teachers	\$9,000.00	Title 1
New Student Data System (TBD)	Spring of 2012	Purchase system	(TBD)	General Fund/Title 1

Planned Improvements in Student Performance

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

SCHOOL GOAL # <u>2</u> Scores will reflect at least a two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Mathematics.	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"> All students, Title 1, English Learners, Students With Disabilities 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> Two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Mathematics.
Means of evaluating progress toward this goal: <ol style="list-style-type: none"> CST for Mathematics Harcourt School Publishing (HSP) Math Assessments Computer generated programs for remediation FAST meetings every six weeks with Title 1 Academic Coordinator Cut-Points for Retentions checklist California Frameworks Blueprints Title 1 support Intervention program Pathways to Algebra Timed math fact tests <i>Facts in a Flash</i> computer program <i>Think Central</i> Math Supplements Staff Development, teacher collaboration New Student Data System (TBD) 	Group data to be collected to measure academic gains: <ol style="list-style-type: none"> Report Cards Gradebook access via Aeries HSP math assessments SuccessMaker data Timed math facts data EL report cards IEP goals New Student Data System (TBD)

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time before school	August 11 - May 2012	Intervention teacher & 2 Instructional Specialists	\$18,000.00	Title 1
Push-in or Pull out programs during the day	August 11 - May 2012	1 Title 1 Coordinator, & 2 Instructional Specialists	\$175,000.00	Title 1
Supplemental Services (Facts in a Flash, SuccessMaker, Harcourt computer Math software)	August 11 - May 2012	Currently have programs	None	
<i>Think Central Math Program</i>	August 11 - May 2012	Currently have program	None	
Small group instruction during workshop	August 11 - May 2012	None		
FAST meetings with Title 1 Coordinator every six weeks	August 11 - May 2012	Substitutes for teacher meetings	\$9,000.00	Title 1
Communication by the teachers with parents	August 11 - May 2012	Email, telephone, weekly grade reports, Gradebook access via Aeries	None	
School and/or classroom newsletter with web pages and other resources for parents to access which support student learning.	August 11 - May 2012	Paper	\$500.00	General Fund
Staff Development	January – Sept. 2012	People/Time/Materials	\$16,000.00	Title 1
New Student Data System (TBD)	Spring 2012	New Data System, Training	(TBD)	General Fund/Title 1

Planned Improvements in Student Performance

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

SCHOOL GOAL # <u>3</u> Scores will reflect at least a two percent increase in the number of ELL students performing in the Proficient and Advanced categories on the CST assessments.	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"> All ELL students 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> Two percent increase in the number of ELL students performing in the Proficient and Advanced categories on the CST assessments.
Means of evaluating progress toward this goal: <ol style="list-style-type: none"> CST scores DWA scores <i>Step Up To Writing Program</i> Standards, Assessments, and Curriculum California Frameworks Blueprints ELL checklists for the writing standards SDAIE strategies Preteach/reteach concepts to ELL Journal writing, quick writes Title 1 support throughout the school day and before school intervention <i>Learning Today</i> computer program <i>Avenues</i> curriculum New Student Data System (TBD) 	Group data to be collected to measure academic gains: <ol style="list-style-type: none"> Standards assessment data CST scores DWA scores <i>Step Up To Writing</i> scored writing Report cards Gradebook access via Aeries <i>Open Court</i> assessments <i>EL report cards</i> <i>Avenues</i> assessment data New Student Data System (TBD) <i>Learning Today</i> assessment data

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Ongoing staff development	August 11 – Sept. 2012	People/Time/Materials	\$16,000.00	Title 1
Depth and Complexity implemented in the classroom	August 11 - May 2012	None	None	
DWA assessments, twice yearly	August 11 - May 2012	None	None	
Written work using the <i>Step Up To Writing</i>	August 11 - May 2012	None	None	
SDAIE strategies used in classroom instruction	August 11 - May 2012	None	None	
Communication by the teachers with the parents regarding students' progress towards reaching grade level standards	August 11 - May 2012	None	None	
Administrator Instructional Training (40 hours)	August 2012– May 2013	People/Time/Materials	TBD	Title 1
Credentialed Teacher Professional Development Opportunity (40 hours)	Jan. 2012 – May 2013	People/Time/Materials	TBD	Title 1

Planned Improvements in Student Performance

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

SCHOOL GOAL # 4

Through school wide programs, average daily attendance will increase while referral and suspension rates decrease. Students will develop strategies for positive social interaction through *Second Step Skills for Social and Academic Success*, the SCOE Mental Health Services Act Funding for Bullying Prevention, and Early Mental Health Initiative (EMHI) Grant, Healthy Play.

Student groups and grade levels to participate in this goal:

- All students attending Spinelli
- All staff members
- All yard duties

Anticipated annual performance growth for each group:

- 96% of the students will attend school each day
- Students participate in *Second Step Program*, Healthy Play, and class meetings

Means of evaluating progress toward this goal:

1. Weekly attendance registers
2. Aeries Reports
3. Teacher lesson plans showing Second Step lessons, Healthy Play activities/lessons, and class meetings
4. PeaceKeepers
5. Student of the Month

Group data to be collected to measure academic gains:

1. Actual weekly attendance sheets
2. Actual number of suspensions and referrals
3. Actual number of detentions
4. Increased instruction time in class due to conflict resolution happening on the playground

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Telephone calls by the teachers and office staff inquiring about absences	August 11 - May 2012	Staff	None	General Fund Early Mental Health Initiative (EMHI) Grant SCOE Mental Health Funding, EMHI Grant Title 1 None None SCOE Mental Health Funding, EMHI Grant Student Body General Fund Student Body
Monthly attendance letters sent home for truancy	August 11 - May 2012	Paper and postage	\$500	
Healthy Play implemented in every K-3 class twice a week and four recesses	Sept. 11 - May 2012	Aide to work with students at recess	\$7,000	
<i>2nd Step Skills for Social and Academic Success</i> curriculum, Healthy Play and class meetings	Sept. 11 - May 2012	Second Step kits, Healthy Play books and materials	\$16,000	
FAST Plans reviewed every six weeks with Title 1 Academic Coordinator	August 11 - May 2012	Teacher Subs	\$9,000	
Walking Club	August 11 - May 2012	Currently have prizes	None	
Promoting student wellness	August 11 - May 2012	Currently have materials	None	
Ongoing training of staff members for Healthy Play	Sept. 11 - May 2012	In-services for staff, subs for teacher leaders	\$7,000	
Student recognition for perfect attendance at Tiger Days	August 11 - May 2012	Certificates and prizes	\$1,000	
Playground rules to include rewarding positive behavior choices, extrinsic rewards	August 11 - May 2012	Prizes and certificates	\$500	
Peace Keepers	August 11 - May 2012	Academic Coordinator	\$250	

Use of Fiscal Resources

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

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

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

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

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

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

Expenditures are allowable if they:

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

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

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

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

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

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

The district may also reserve funds for:

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

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

State Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$0
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$69,586 (s)
<input checked="" type="checkbox"/> Art, Music, and PE grant (one time). <u>Purpose:</u> Art and Music enrichment	\$0 (s)
<input checked="" type="checkbox"/> Art, Music, and PE grant (ongoing). <u>Purpose:</u> Art and Music enrichment.	\$76,342 (d)
<input checked="" type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$20,655 (d)
<input checked="" type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$134,936 (d)
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$38,313 (s)
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$69,280 (d)
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$3,000 (d)
<input checked="" type="checkbox"/> GATE	\$34,417 (d)
<input checked="" type="checkbox"/> Lottery	\$6,563 (s)
Total amount of state categorical funds allocated to this school	\$338,630 – District \$114,462 – Site

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$0
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$0
X	Title I, Part A: School-wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$151,799 (s)
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$0
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$168,131 (d)
X	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$0 (d)
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$61,970 (d)
X	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$0 (d)
X	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$0 (s)
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$0
<input type="checkbox"/>	Other Federal Funds (list and describe)	\$0
Total amount of federal categorical funds allocated to this school		\$230,101 - District \$151,799 - Site
Total amount of state and federal categorical funds allocated to this school		\$568,731 - District \$266,261 - Site

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost (includes benefits when applicable)	Funding Source		
		SLIP	T.1	GATE
Title I Academic Coordinator	\$94,000		\$94,000	
Library Books and Materials	\$4,000	\$ 4,000		
1 Instructional Specialist 1 Office Assistant/IS	\$60,000		\$60,000	
1 Aide (Fluency/Sight Word)	\$10,000		\$10,000	
Intervention Teacher and aide	\$12,000		\$12,000	
Part-time Title I Teacher	\$10,000		\$10,000	
Technology Technician	\$28,000	\$20,000	\$8,000	
Technology Upgrades	\$30,000		\$30,000	
Supplemental Curriculum Supplies and Materials	\$11,000		\$11,000	
Staff Development	\$16,000		\$16,000	
Certificated Teacher Salary for pre-service days	\$25,000		\$25,000	
Materials for Staff Development	\$10,000		\$10,000	
Reserve for 11-12	\$23,000		\$23,000	
GATE Stipend Salaries	\$750			\$750
GATE Supplies	\$1,500 + \$500			\$2000
HSP Math book replacements	\$14,313	\$14,313		
Total Estimated Costs		\$38,313	\$309,000	
Projected Revenue Including Carryover		\$38,313	\$309,000	\$2,750

School Site Council Membership

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

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

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

Recommendations and Assurances

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

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

☒ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☒ Community Advisory Committee for Special Education Programs

☒ Gifted and Talented Education Program Advisory Committee

☐ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on:
December 5, 2011.

Attested:

Kristin Schmieder, Principal

Date

Jimmy Boyce, SSC Chairperson

Date

Acronyms and Specialized Terms

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

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

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

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

Spinelli Elementary School Compact

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

Staff Pledge

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

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

Student Pledge

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

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

Family/Parent Pledge

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

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

Student

Teacher

Parent/Guardian

Spinelli Elementary School ***School Parental Involvement Policy***

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

* * * * *

PART I. GENERAL EXPECTATIONS

Spinelli Elementary School agrees to implement the following statutory requirements:

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

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

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

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

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

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

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

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

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

PART IV. ADOPTION

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

This policy was adopted by Spinelli Elementary School on August 9, 2007 and will continue to be in effect for the 2011-2012 school year. The school will distribute this policy to all parents of participating Title I, Part A children at Back to School Night and upon request. Spinelli will notify parents of this policy in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Spinelli School Site Council Bylaws

Article I NAME

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

Article II PURPOSE

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

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

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

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

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

Article III MEMBERSHIP

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

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

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

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

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

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

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

Article IV OFFICERS

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

Article V MEETING and QUORUM

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

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

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

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

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

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

Article VI AMENDMENT

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

Article VII DUTIES of the OFFICERS

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

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

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

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

Article VIII ELECTION of OFFICERS

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

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

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

Article IX COMMITTEES

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

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

Article X RULES of ORDER

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

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

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

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: McClellan High School (MHS)

Date: December 8, 2011

Action Item X

To: Board of Trustees

Information Item

From: David DeArcos, Principal

Attached Pages: 40

Principal's Initials: DD

SUBJECT: *Single Plan for Student Achievement – MHS – 2012*

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to Raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index.

McClellan High School is submitting it's *Single Plan for Student Achievement* for the 2011 – 2012 school year for board approval.

RECOMMENDATION: The CJUSD Board of Trustees approve the 2011 – 2012 *Single Plan for Student Achievement* for McClellan High School.

CONSENT AGENDA

The Single Plan for Student Achievement

MCCLELLAN HIGH SCHOOL (CONTINUATION)

34-73973-3430451
CDS Code

Date of this revision: November, 2011

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

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

Contact Person: Mr. David DeArcos

Position: Principal

Telephone Number: 916-338-6440

Address: 8725 Watt Avenue Antelope, CA 95843

E-mail address: ddearcos@centerusd.org

Center Joint Unified School District

The District Governing Board approved this revision of the School Plan on **December 14, 2011**.

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School Vision

School Description

McClellan High School houses the continuation program and independent study program for Center Joint Unified School District in Antelope, California. McClellan is the only school in the district that serves this function. An academic year consists of three trimesters, each twelve weeks in length. Students are required to earn 220 credits to graduate. McClellan classrooms are student centered. Students also have opportunities to earn credits outside of the classroom setting. The campus site offers a variety of learning opportunities in a secure location.

Mission Statement

It is the mission of McClellan High School to provide alternative means for students to achieve a high school diploma. To provide a supportive, structured education designed to guide students who require or prefer alternatives in reaching their goals. In addition to these goals, it is our aim to help students develop positive self concepts and establish successful relationships with others; to encourage the creative individual in every student; and to prepare students in becoming contributing citizens of society.

To meet these goals, McClellan High School is dedicated to:

- Supporting CAHSEE standards in instruction
- Providing experiential lessons designed to help students retain meaningful information
- Building interpersonal relationships and communication skills
- Emphasizing writing skills and strategies in every discipline
- Offering varied elective opportunities

Planned Improvements in Student Performance

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

SCHOOL GOAL # 1 McClellan High School students that scored Far Below Basic (FBB) or Below Basic (BB) on the math or English/language arts portions of the 2011 STAR California State Test will move up one measure band on the 2012 STAR California State Test.				
Student groups and grade levels to participate in this goal: All 9 th to 11 th grade students identified as Far Below Basic or Below Basic on the math or English/language arts portions of the 2011 STAR CST.	Anticipated annual performance growth for each group: <i>10% of the students identified as FBB or BB will achieve on band positive growth on the STAR CST for 2012.</i>			
Means of evaluating progress toward this goal: Academic goal setting through math and English 20 day assessments, student achievement in CAHSEE support tutoring and remedial classes. Student performance on the STAR CST for 2011. Analysis of STAR CST 2011 test data to identify FBB and BB students.	Group data to be collected to measure academic gains: Academic 6-week progress marks, math and English 20-day assessments, CAHSEE support tutoring and remedial classes.			
Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date² Completion Date	Proposed Expenditures³	Estimated Cost	Funding Source
Students will be identified by all staff. 20-day assessment focuses on needed skills to increase student knowledge.	Sept. 2011 - May 2012	None. Use of current staff	N/A	N/A

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

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

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

SCHOOL GOAL # 2 Eighty percent of McClellan High School students will meet the school benchmark on the 6 week assessment as measured by (80%) passing score.				
Student groups and grade levels to participate in this goal: All McClellan students will participate in 6 week assessments based on California state standards in the following subjects: English/LA, mathematics, science, social science/history, physical education, and visual and performance arts.		Anticipated annual performance growth for each group: Eighty percent of the students will score 80% or better on the 6 week assessments by the final assessment. <i>Six 6 week assessment tests are administered during the year.</i>		
Means of evaluating progress toward this goal: Six 6 week assessments are administered during the year. Pre and Post tests are administered within the 6 week testing period. Scores are collected; failing students are identified for intervention and remediation. Students are then re-tested to meet standards and goals.		Group data to be collected to measure academic gains: Six 6 week assessment reports are made to the district office during the year. Reporting teacher identifies, reports, and remediates students to measure academic gains.		
Actions to be Taken to Reach This Goal⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁵ Completion Date	Proposed Expenditures⁶	Estimated Cost	Funding Source
Pre and Post tests are written by NCLB certificated teachers. Scores are collected; failing students are identified for intervention and remediation. Students are then retested to meet standards and goals.	August 2011 May 2012	No additional expenditures required.	N/A	N/A

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

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

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

SCHOOL GOAL # 3 McClellan High School students will exhibit more respectful, responsible, and appropriate behavior at school. As a result, the number of behavior referrals and suspensions will decrease proportionally over the previous academic year (5%).				
Student groups and grade levels to participate in this goal: All McClellan High School students will participate.		Anticipated annual performance growth for each group: A 5% reduction in the number of behavior referrals and suspensions from the 2010-2011 school year.		
Means of evaluating progress toward this goal: Weekly behavior referral log, ABI behavior interventions. Weekly suspension log reported to the district office.		Group data to be collected to measure academic gains: Weekly discipline logs. ABI student behavior interventions.		
Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁸ Completion Date	Proposed Expenditures⁹	Estimated Cost	Funding Source
Student handbook taught the first month of school in all classes; behavior expectations are clearly expressed throughout the year in classes. Teachers review training and implementation of the ABI (AERIES Browser Interface) intervention process. Principal meets with students and parents upon returning to school after a 3 or more day suspension; student behavior contract developed.	August 2011 - May 2012 September 2011 As needed	Student handbooks, student contracts, and posted expectations N/A N/A	\$200	Lottery funds

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

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

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

SCHOOL GOAL # 4 McClellan students will maintain a 95% or higher attendance rate. Students who are regularly present for instruction and practice of grade level standards will be better prepared for state testing and will develop positive habits that will help their success after high school.				
Student groups and grade levels to participate in this goal: All students attending McClellan High School will participate in this goal.		Anticipated annual growth for each group:		
Means of evaluating progress toward this goal: Progress will be evaluated through attendance reports.		Group data to be collected to measure gains: Data will be collected from students at all grade levels.		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. A basketball team / class will be made available to students to increase school connectedness. 2. Incentives will be provided for students who have perfect attendance during each grading period and during the entire school year. 3. The school staff will send letters to, make phone calls to and/or meet with parents/guardians of individual students who fall below a 90% attendance rate. 4. A class will be taught that includes creating a school newspaper, yearbook, assemblies, Friday Night Live, and other activities aimed at building school spirit and connectedness. 5. A success class will be offered where the teacher in charge will monitor student progress in other classes and provide support for the students.	1. November 2011 – May 2012 2. August 2011 – May 2012 3. August 2011 – May 2012 4. August 2011 – May 2012 5. August 2011 - May 2012	1. (2) \$750 stipends;	1. \$1,500	1. Site funding

¹⁰ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

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

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

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

Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school	\$ 0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	\$ 0
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 56,170 (s)
<input type="checkbox"/> Art, Music and PE Block Grant (one time) <u>Purpose:</u> Art and music enrichment	\$ 0
<input checked="" type="checkbox"/> Art, Music and PE Grant (ongoing) <u>Purpose:</u> Art and Music enrichment	\$ 76,342 (d)
<input checked="" type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	\$ 20,655 (d)
<input checked="" type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school	\$ 134,936 (d)
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$ 0
<input type="checkbox"/> School Improvement Program Fund <u>Purpose:</u> Improve school programs	\$ 0
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety	\$ 69,280 (d)
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students	\$ 3,000 (d)
<input checked="" type="checkbox"/> GATE	\$ 34,417 (d)
<input checked="" type="checkbox"/> Lottery	\$ 1,925 (s)
Total amount of state categorical funds allocated to this school	\$ 338,630 - district controlled \$58,095 - site controlled

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input checked="" type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 168,131 (d)
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 61,970 (d)
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ 0
Total amount of federal categorical funds allocated to this school		\$230,101 – district controlled \$0 – site controlled
Total amount of state and federal categorical funds allocated to this school		\$568,731 – district controlled \$58,095 – site controlled

School Site Council Membership

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

Names of Members	Principal	District Employee	Classroom Teacher	Student	Parent or Community Member
David DeArcos	X				
Kim Baioni			X		
Alexis Ward				X	
Aurel Rosiu				X	
Teri Shoup		X			
Linda Jones					X
Numbers of members of each category	1	1	1	2	1

Recommendations and Assurances

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

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

☒ School Advisory Committee for State Compensatory Education Programs

☐ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

☐ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 12/16/11.

Attested:

David DeArcos
Typed name of school principal

Signature of school principal

12/08/12
Date

Kimberly Baioni
Typed name of SSC chairperson

Signature of SSC chairperson

12/08/11
Date

I. Resources

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

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

Appendix A: Programs Funded through the Consolidated Application

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

State Programs

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

Federal No Child Left Behind (NCLB) Programs

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

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

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

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

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
	EC 41507													X	
	EC 35294.1(b)(1)												X		
SSC annually updates the plan	EC 64001((g) EC 35294.2(e)	X	X	X	X	X			X	X	X	X	X	X	X
Governing board approves SPSA	EC 64001(h) EC 52055.630(b)	X	X	X	X	X	X	X X	X	X	X	X	X	X	X
Policies to insure all groups succeed	20 USC 6316(b)(3)					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)					X									
Submit High Priority annual report after public LEA governing board review	EC 52055.640							X							
III. Funding															
Plan includes proposed expenditures to improve academic performance	EC 64001(g) EC 52853 EC 52054 20 USC 6316(b)(3) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X X	X X	X X	X X	X X X	X X X		X	X	X	X X			
Describe centralized services expenditures	5 CCR 3947(b)	X	X												
IV. Standards, Assessment, and Accountability															
Comprehensive assessment and analysis of data	EC 64001(f) EC 52055.620(a)(1) - (3) EC 52054 20 USC 7115(a)(1)(A) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X X	X	X	X	X	X			
Evaluation of improvement strategies	EC 64001(f) EC 52853 EC 52055.625(c)	X X	X X	X X	X X	X X		X	X	X	X	X X			

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools "	Title V Innovative Programs	School Safety Block Grant "	Pupil Retention Block Grant	School & Library Improvement BG
	EC 35294.2(e) EC 32228.5(b) 20 USC 7115*a)(2)										X		X		
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)														
Assessment results available to parents	EC 35294.2(e) 20 USC 7115(a)(1)(E) 20 USC 6314(b)(2)(A)				X						X		X		
V. Staffing and Professional Development															
Provide staff development	EC 52853 EC 52055.625(d)(1)(B),(C) EC 32228(b)(2) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(F) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X		X				X			
Budget 10% of Title I for staff development	20 USC 6316(b)(3)			X	X	X									
Provide highly qualified staff	EC 52055.625(b), (d) 20 USC 6315(c)(1)(E) 20 USC 6314(b)(1), (2)(A)			X	X			X							
Distribute experienced teachers	EC 52055.620(d)							X							
VI. Opportunity & Equal Educational Access															
Describe instruction for at-risk students	EC 52853	X	X	X	X	X						X			
Describe the help for students to meet state standards	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	X	X	X	X	X	X		X	X	X	X			
Describe auxiliary services for at-risk students	EC 52853 EC 52055.620(a)(7) 20 USC 7114(d)(2)(E)	X	X	X	X	X		X			X	X			

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

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

Appendix C: School and Student Performance Data Forms

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

- Table 1: ASAM School: Performance by Ethnicity
- Table 2: ASAM School: English Language Arts and Mathematics Performance by Ethnicity
- Table 3: ASAM School: English-Language Arts Adequate Yearly Progress (AYP)
- Table 4: ASAM School: Mathematics Adequate Yearly Progress (AYP)
- Chart A: Academic Performance Index (API) Charts
- Table 5: California English Language Development (CELDT) Data
- Table 6: Discipline & Climate for Learning

Table 1: ASAM School: Academic Performance Data by Ethnicity

School Demographic Characteristics API

These data are from the October 2010 California Basic Educational Data System (CBEDS) data collection and the 2010 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial (STAR)	Percent	Enrollments* (STAR)	Percent
African American (not of Hispanic origin)	15	Grades K - 9	0
American Indian or Alaska Native	3	Grades 10-11	100
Asian	5	<i>*This is a percentage of all enrollments in grades 2-11.</i>	
Filipino	3		
Hispanic or Latino	17	Parent Education Level (STAR)	
Native Hawaiian or Pacific Islander	1	Percentage with a response*	88
White (not of Hispanic origin)	53	Of those with a response:	
Two or More Races	4	Not a high school graduate	12
<i>These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>		High school graduate	26
		Some college	33
		College graduate	25
		Graduate school	4
Participants in Free or Reduced-Price Lunch (STAR)	54	<i>*This number is the percentage of student answer documents with stated parent education level information.</i>	
Participants in Gifted and Talented Education Program (STAR)	0		
		Average Parent Education Level (STAR)	Average
Participants in Migrant Education Program (STAR)	1		2.84
English Learners (STAR)	3	<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
		Average Class Size (CBEDS)	
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	10	<u>Grades</u>	<u>Average</u>
Students with Disabilities (STAR)	5	K-3	N/A
		4-6	N/A
Mobility		Core academic courses in departmentalized programs	N/A
School, CBEDS Date (STAR)	58		
LEA, CBEDS Date (STAR)	74		
<i>These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2009 CBEDS data collection and who have been continuously enrolled since that date.</i>		Enrollment in Grades 2-11 on First Day of Testing (STAR)	Number
			78
Fully-Credentialed Teachers (CBEDS)	100	Students Exempted from STAR Testing Per Parent Written Request (STAR)	0
Teachers with Emergency Credentials (CBEDS)	0	Number of Students Tested (STAR)	78
		Multi-track, Year-round School (CBEDS)	Yes/No
			No

Table 2: ASAM School: Math and English Language Arts Performance Data by Ethnicity

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
Schoolwide	29	27	94%	Yes	EN	29	29	100%	Yes	EN
African American or Black (not of Hispanic origin)	4	4	100%	--		4	4	100%	--	
American Indian or Alaska Native	1	1	100%	--		1	1	100%	--	
Asian	2	2	100%	--		2	2	100%	--	
Filipino	2	2	100%	--		2	2	100%	--	
Hispanic or Latino	6	5	84%	--		6	6	100%	--	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White (not of Hispanic origin)	14	13	93%	--		14	14	100%	--	
Two or More Races	0	0	--			0	0	--		
Socioeconomically Disadvantaged	12	12	100%	--		12	12	100%	--	
English Learners	3	3	100%	--		3	3	100%	--	
Students with Disabilities	1	1	100%	--		1	1	100%	--	

Table 3: ASAM School: English-Language Arts Adequate Yearly Progress (AYP)

2011 Language Arts AYP Summary

Met 2011 AYP: No

Program Improvement (PI) Status: No

Must Offer Supplemental Educational Services: No

Subgroup	Enrollment	Number Tested	Particip. Rate	Particip. Rate Met	Alt. Methods	Number Valid Scores	Number Proficient or Above	Percent Proficient or Above	Percent Proficient Met	Alt. Methods
All Students	29	27	94%	Yes	EN	17	7	41.2	Yes	CI
African American	4	4	100%	--		4	--	0.0	--	
American Indian	1	1	100%	--		1	--	0.0	--	
Asian	2	2	100%	--		1	--	0.0	--	
Filipino	2	2	100%	--		0	--	0.0	--	
Hispanic	6	5	84%	--		3	--	0.0	--	
Pacific Islander	0	0	--	--		0	--	0.0	--	
White	14	13	93%	--		8	--	0.0	--	
Two or More Races	0	0	--			0	--	0.0		
Socioeconomic Disadvantaged	12	12	100%	--		8	--	0.0	--	
English Learner	13	3	100%	--		1	--	0.0	--	
Students with Disabilities	1	1	100%	--		1	--	0.0	--	

Graduation Rate

Rate for 2011	Rate for 2010	Change	Met AYP	Alt. Methods
78.8	81.0	-2.2	NO	DA

Table 4: ASAM School: Mathematics Adequate Yearly Progress (AYP)

2011 Mathematics AYP Summary

Met 2011 AYP: Yes

Program Improvement (PI) Status: No

Must Offer Supplemental Educational Services: No

Subgroup	Enrollment	Number Tested	Particip. Rate	Particip. Rate Met	Alt. Methods	Number Valid Scores	Number Proficient or Above	Percent Proficient or Above	Percent Proficient Met	Alt. Methods
All Students	29	29	100%	Yes	EN	18	4	22.2	NO	
African American	4	4	100%	--		4	--	0	--	
American Indian	1	1	100%	--		1	--	0	--	
Asian	2	2	100%	--		1	--	0	--	
Filipino	2	2	100%	--		0	--	0	--	
Hispanic	6	6	100%	--		3	--	0	--	
Pacific Islander	0	0	--	--		0	--	0	--	
White	14	14	100%	--		9	--	0	--	
Two or More Races	0	0	--			0				
Socioeconomic Disadvantaged	12	12	100%	--		8	--	0	--	
English Learner	3	3	100%	--		1	--	0	--	
Students with Disabilities	1	1	100%	--		1	--	0	--	

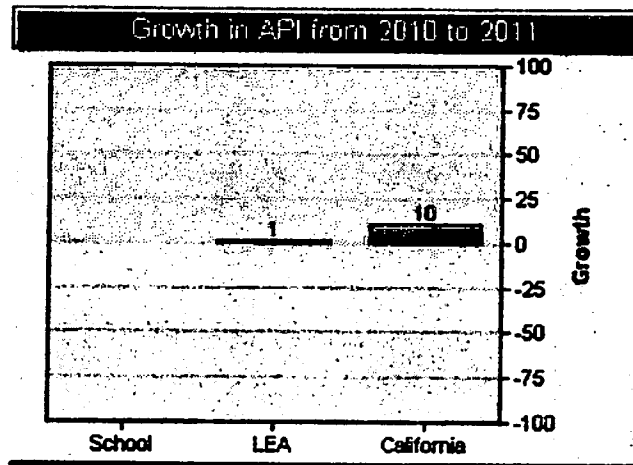
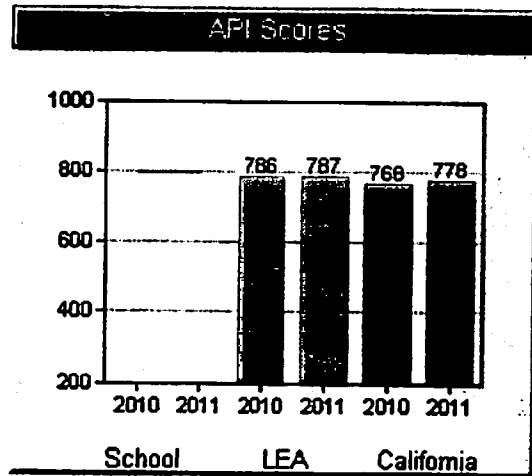
Graduation Rate

Rate for 2011	Rate for 2010	Change	Met AYP	Alt. Methods
78.8	81.0	-2.2	NO	DA

Chart A: Academic Performance Index (API) Charts

2010 Base API	2011 Growth API	Growth in the API from 2010 to 2011
582	594*	12

Growth API target information is not applicable to LEAs, to schools in the Alternative Schools Accountability Model (ASAM), to special education schools, or to schools that do not have a valid 2010 Base API.



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

School: McClellan High (Continuation)

LEA: Center Joint Unified

Table 5: California English Language Development (CELDT) Data

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

Number and Percent of Students at Each Overall Performance Level														
Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are three or fewer students in a particular subgroup (indicated by three asterisks ***).
- 2010–11 Edition summary results are reported using the common scale that was first used in 2006–07. Results may be compared with the results for 2006–07 and later but should not be compared to results earlier than 2006–07.
- Percentage may not add up to 100% in column and row totals due to rounding.

Report generated: Wednesday, November 2, 2011

Table 6: Discipline & Climate for Learning

McClellan staff is committed to establishing and maintaining appropriate student behavior as an essential precondition of learning. There is a school wide emphasis on the importance of learning and addressing conditions that inhibit learning.

McClellan staff share and communicate high expectations for appropriate student behavior. These expectations are established from the first day a student enters our school ground in the intake process. McClellan has established clear and broad-based rules. Rules, consequences, and procedures are developed with input from students, are clear, and are made known to everyone in the school. Student participation in developing and reviewing school discipline programs ensures a sense of ownership and belonging. McClellan's Peer Mediation and Peer Council teams are built around these practices.

McClellan creates a warm school climate, characterized by a concern for students as individuals. Teachers and administrators take an interest in the personal goals, achievements, and problems of students and support them in their academic and extracurricular activities. Administrators are visible in hallways and classrooms, talking informally with teachers and students by name.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	52	117	158	180	263	332
Suspension Rate	42.98%	114.71%	169.89%	9.11%	14.83%	18.51%
Expulsions	0	0	7	6	12	17
Expulsion Rate	0.0%	0.0%	7.53%	0.3%	0.68%	0.95%

Appendix D: Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The staff at McClellan High School analyzes the California Standards Test and California High School Exit Exam reports to determine the effectiveness of instruction and make modifications to improve student achievement.

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

The staff at McClellan High School uses the district guided and site created 20-Day Assessments. This tool assists staff in analyzing data from California standards based classroom instruction techniques. This data is used as assessments in determining student progress in core areas of instruction.

Staffing and Professional Development

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

All McClellan High School certificated staff members have met the requirements for highly qualified staff.

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

N/A

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

All McClellan High School teachers are credentialed. Access to AB 466 training is not applicable.

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

All district certificated staff analyze their class' performance for each of the content standards in English Language Arts and Mathematics.

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

The district employs one Academic Coach to implement ongoing professional development activities in the areas of student achievement and technology. The Academic Coach works closely with newly hired teachers. The Academic Coach also does regular classroom observations and assists tenured teachers as needed. A BTSA program is also in place to provide assistance to new teachers.

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

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

At McClellan High School, staff meetings are periodically designated for cross-curricular collaboration.

9. The availability of qualified personnel to provide counseling and other pupil support services

McClellan High School staff all share in the responsibilities of providing counseling and other pupil support services. We also have limited access to the counselors at Center High School to help our students with scheduling needs.

Teaching and Learning

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

McClellan High School students are provided with state adopted curriculum which is aligned to content standards. Teachers reference content standards in their lesson plans and the standards being addressed are posted each day in the classroom.

11. Lesson pacing schedule and master schedule flexibility for sufficient numbers of intervention courses

CAHSEE English and mathematics courses are offered as part of the master schedule. Before school tutoring for the CAHSEE is also offered. The purpose of these classes is to review/re-teach previously taught concepts that students are struggling with. The goal of these classes is to help students improve tests scores and pass the California High School Exit Exam. The skills learned should also improve student scores on the STAR tests.

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

State adopted standards-based instructional materials are available for McClellan High School students. McClellan has updated materials that meet the educational needs of the student population.

13. The degree to which pupils are prepared to enter the work force

McClellan offers an English class focused on teaching English skills that will be used by students in the work place. The class covers subjects such as writing a business letter and resume, conducting a phone interview, and interviewing in person. Students leave the class prepared to apply for jobs, interview for jobs, and be successful at the jobs after being hired. McClellan also offers a consumer math class.

14. Instructional Minutes and Minimum Days

Continuation students at McClellan High School attend school between three and five and a half hours each day. Minimum days exist only for those students who attend school for five and a half hours each day. There are 53 days throughout the year when these students do not attend their last classes of the day.

Opportunity and Equal Educational Access

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

State adopted standards-based instructional materials are available for McClellan High School students. English learners are provided with additional instruction within the curriculum. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards.

In 2007, McClellan instituted English Language Arts and Mathematics CAHSEE classes to remediate and prepare students for the California High School Exit Exam.

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

Center Joint Unified School District has created a walk-through form based on sound educational practices. Each week, teachers are observed using the forms and feedback is left. The form includes practices such as checking for understanding, circulating the room and using district adopted curriculum as prescribed.

All curriculum and materials used at McClellan High School are standards-based and research-based. This includes the state-adopted Globe-Fearon, Houghton-Mifflin, Hampton Brown, and Holt curriculum as well as Measuring Up CAHSEE prep program.

Involvement

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

To assist under-achieving students, McClellan High School sets up individual Student Study Team meetings to determine a plan of action to increase the student's academic proficiency. Outcomes from the meeting may include, but are not limited to: access referrals, referral to the school counselor, Intervention class, referral to the nurse, Occupational Therapist screening, Speech and Language screening, academic and cognitive testing, etc. The Student Study Team is comprised of an administrator, classroom teachers, and counselor.

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

McClellan High School has a School Site Council that meets once a trimester or as needed based on the issues needed to discuss. Key stakeholders are invited through the school bulletin, flyers, and phone calls to participate in program planning and evaluation as part of the School Site Council.

Funding

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

McClellan High School receives two categories of funds that can be used to target underperforming students.

Lottery monies are used to purchase consumable texts and applied 'hands on' learning tools to foster conceptual and practical learning. Stipends for teachers to run after school intervention and sports clubs are available. The same fund is used to purchase copies for staff through the district's copy center.

The Block Grant and Title II funds are used to acquire substitutes for staff to observe their peers.

Appendix E: School Site Council By-Laws

McClellan High School Site Council Bylaws

Article I

Duties of the School Site Council

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

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

Article II **Members**

Section A: Composition

The school site council shall be composed of **5 members**, selected by their peers, as follows:

- 1 Classroom teacher
- 1 Other school staff members (certificated or classified)
- 1 Parent or community members
- 1 student (one of which is the student board representative, on rotating basis)
- The school principal (or designated teacher) shall be an ex officio member of the school site council.

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

Section B: Term of Office

School site council members serve for **2 month** terms. At the first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

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

Section D: Termination of Membership

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

Section E: Transfer of Membership

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

Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by **a vote of the council. Volunteers will be sought from the peer group representing the vacant position(s).**

Article III Officers

Section A: Officers

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

The **chairperson** shall:

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

The **vice-chairperson** shall:

- Serve as requested by the chairperson during the opening of the SSC meeting for the **duration of that specific meeting.**
- Represent the chairperson in assigned duties.
- Substitute for the chairperson in his or her absence.

The **secretary** shall:

- Serve as requested by the chairperson during the opening of the SSC meeting for the **duration of that specific meeting.**
- Keep minutes of all regular and special meetings of the school site council.
- Transmit true and correct copies of the minutes of such meetings to the **Chairperson who has the responsibility to submit the minutes to the members of the Site Council.**
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the school site council for that meeting.

- Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, and others with whom the school site council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Terms of Office

The officers shall **serve a two month term minimum**. The officers will be chosen at the **first** meeting of the school site council at the beginning of the school year in August. The officers shall serve for one year, or until each successor has been selected.

Section C: Removal of Officers

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

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office or the next **2 month term**.

Article IV Committees

Section A: Subcommittees

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

Section B: Other Standing and Special Committees

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

Section B: Membership

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

Section C: Terms of Office

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

Section D: Rules

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

Section E: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance. A quorum will consist of 3 members. Preferred membership of a quorum is: 1 student, 1 teacher, and 1 community member/parent.

Article V Meetings of the School Site Council

Section A: Meetings

The school site council shall meet at least once a trimester, with more meetings scheduled as needed. Alternate or special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

Section B: Place of Meetings

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

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least **three days** in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in at least one of the following venues:

Principal's Newsletter, McClellan High School website (www.centerusd.k12.ca.us/mhs/), and/or posted in the main office. A recorded message will also go out to all households within a week of the planned meeting.

All required notices shall be delivered to school site council and committee members no less than **two days** in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum. A quorum for voting is 3 members.

Section E: Conduct of Meetings

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

Section F: Meetings Open to the Public

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

**Article VII
Amendments**

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

Appendix F: Use of Resources

The fiscal practices below are generated through the Consolidated Application:

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

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

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

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

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

Expenditures are allowable if they:

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

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

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

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

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

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

The district may also reserve funds for:

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

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

Appendix G: Acronyms and Specialized Terms

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

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

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

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

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: December 14, 2011

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages

Assist. Supt. Initials: CD

SUBJECT: Disposal of Surplus Vehicle

The Facilities & Operations Department would like to surplus and dispose of the following vehicle that will be removed from service. The vehicle will be offered for sale or disposal following your approval.

1977 International (Bucket Truck) - License #1020104

Recommendation: That the Board of Trustees approves the surplus and disposal or sale of the vehicle.

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Dudley Elementary

Date: November 17, 2011

To: Center Unified Board of Trustees

From: Dudley Elementary (Lisa Coronado)

Action Item X

Information Item

Attached Pages 93

Principal's Initials: LC

SUBJECT: 2011-2012 Safe School and Emergency Preparedness Plan –
Dudley Elementary

RECOMMENDATION: The Center Joint Unified School District Board of Trustees Approve The 2011-2012 Safe School and Emergency Preparedness Plan for Dudley Elementary.

CONSENT AGENDA

Arthur S. Dudley Elementary School



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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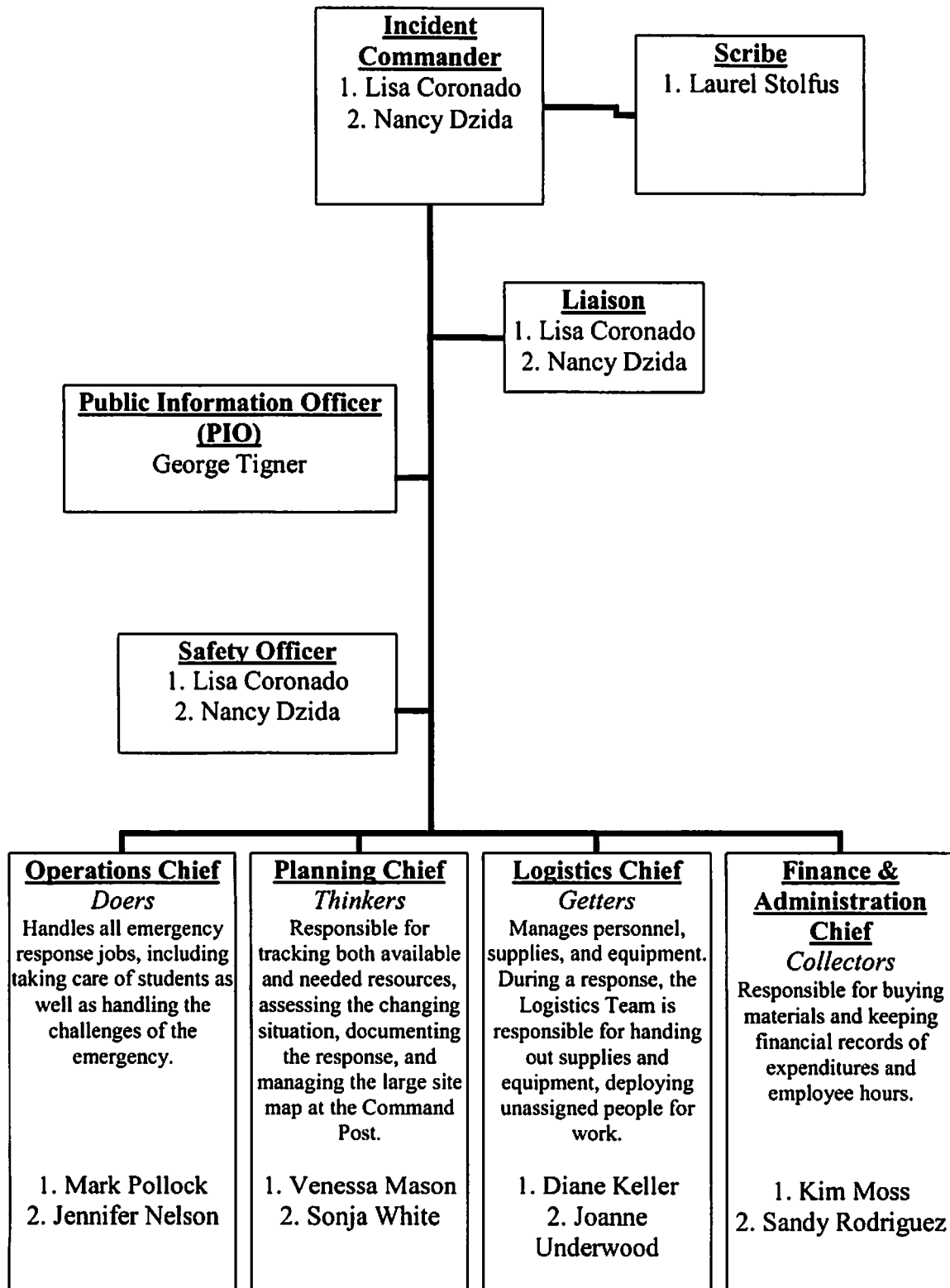
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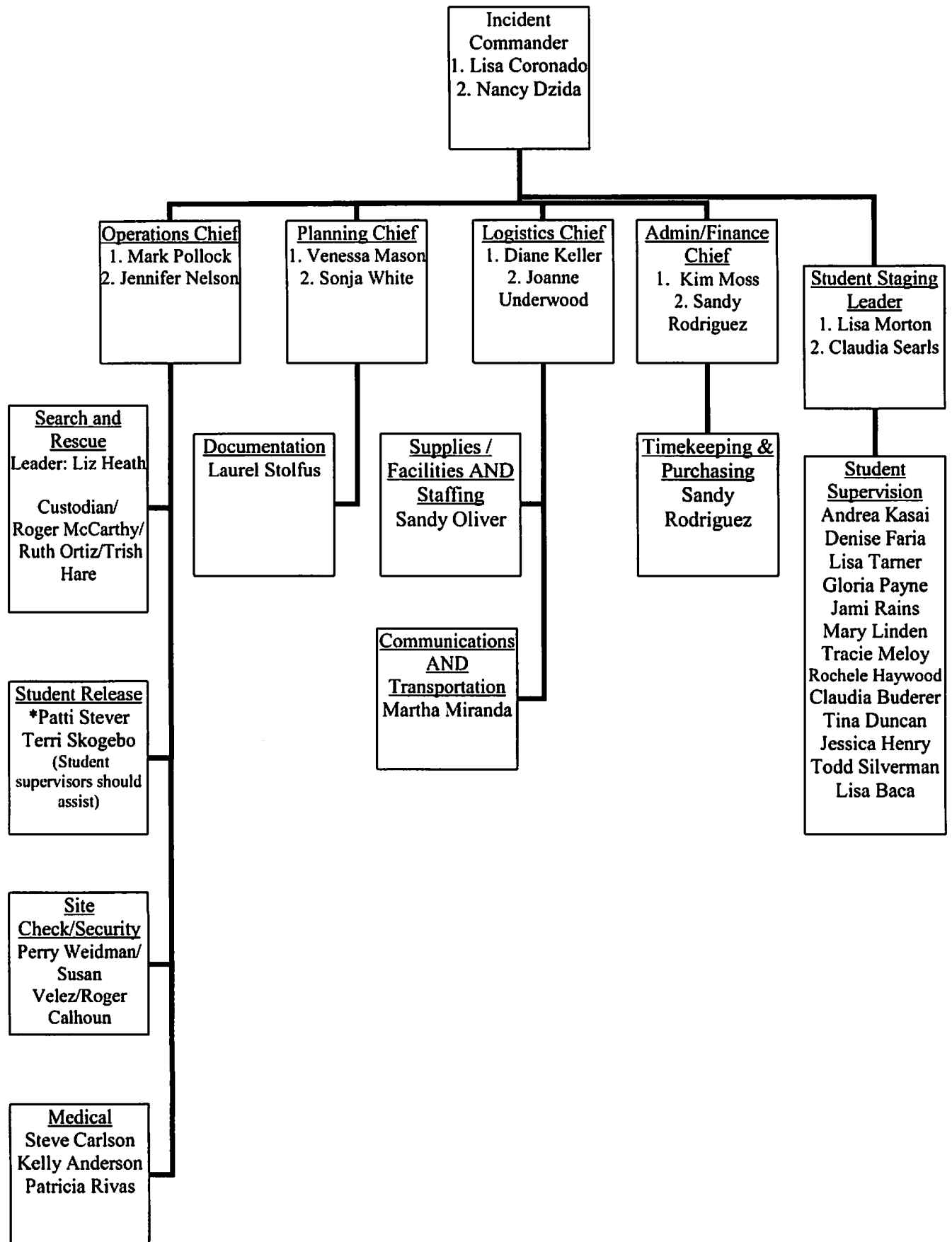
PART 1 CRISIS MANAGEMENT

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.

Dudley Elementary 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. Office
2. Library

Outdoor Command Post:

1. Benches on the side of M4
2. Gazebo behind multipurpose room

Triage Area:

Blacktop in front of M9-M12

Parent Reunification Area:

School Parking Lot

Bus Staging Area:

Aztec Way

Media Staging Area:

Parking lot adjacent to Dudley Elementary

Off-Site Evacuation Location:

[REDACTED]

Contact: [REDACTED]

Phone: [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 the off-site location.

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 Partnerhsip

[REDACTED]

Contact: [REDACTED]

Phone: [REDACTED]

Address: [REDACTED]

Directions:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

** [REDACTED]

[REDACTED]

SECTION 7 RESOURCES

Dudley Elementary

Staff Emergency Information

8/15/11

Staff Member	Phone Number	Health Concerns	Special Skills
SDC			
Faria, Denise	[REDACTED]		
Kindergarten			
Baca, Lisa	[REDACTED]		
Dzida, Nancy	[REDACTED]	[REDACTED]	
Kasai, Andrea	[REDACTED]	[REDACTED]	
Skogebo, Terri	[REDACTED]		[REDACTED]
1st Grade			
Anderson, Kelly	[REDACTED]	[REDACTED]	[REDACTED]
Morton, Lisa	[REDACTED]		
Tarner, Lisa	[REDACTED]	[REDACTED]	[REDACTED]
2nd Grade			
Nelson, Jennifer	[REDACTED]		
Payne, Gloria	[REDACTED]		
Velez, Susan	[REDACTED]		
2 / 3			
Oliver, Sandra	[REDACTED]		[REDACTED]
3rd Grade			
Pollock, Mark	[REDACTED]	[REDACTED]	
Stolfus, Laurel	[REDACTED]	[REDACTED]	
Underwood, Joanne	[REDACTED]		[REDACTED]
4th Grade			
Carlson, Steve	[REDACTED]		
Rains, Jami	[REDACTED]		[REDACTED]
Searls, Claudia	[REDACTED]	[REDACTED]	
4/5			
Linden, Mary	[REDACTED]		

Staff Member	Phone Number	Health Concerns	Special Skills
5th Grade			
Ortiz, Ruth	[REDACTED]		
McCarthy, Roger	[REDACTED]		
Weidman, Perry	[REDACTED]		
6th Grade			
Hare, Trish	[REDACTED]		
Meloy, Tracie	[REDACTED]	[REDACTED]	
White, Sonja	[REDACTED]	[REDACTED]	
Other Certificated			
Berger, Chris	[REDACTED]		[REDACTED]
Coronado, Lisa	[REDACTED]		[REDACTED]
Druliner, Barbi	[REDACTED]		
Haywood, Rochele	[REDACTED]		
Keller, Diane	[REDACTED]		
Kirkland, Rosina	[REDACTED]		
Mason, Venessa	[REDACTED]		[REDACTED]
Silverman, Todd	[REDACTED]	[REDACTED]	
Classified			
Anderson, Rebecca	[REDACTED]		
Buderer, Claudia	[REDACTED]		
Calhoun, Roger	[REDACTED]		
Caton, Becky	[REDACTED]		
Davis, Linda	[REDACTED]		
Duncan, Tina	[REDACTED]		
Heath, Liz	[REDACTED]		
Henry, Jessica	[REDACTED]		
Kraft, Laura	[REDACTED]		
Leontieff, Yelena	[REDACTED]		
Linder, Cece	[REDACTED]		
Miranda, Martha	[REDACTED]	[REDACTED]	
Moss, Kim	[REDACTED]		
Nelipovich, Luda	[REDACTED]		
Nevez, Hilda	[REDACTED]		

Palavivatana, Jimmy	[REDACTED]		
Raghunath, Ranjana	[REDACTED]		
Rivas, Patricia	[REDACTED]		
Rodriguez, Sandy	[REDACTED]		
Semenenko, Lidiya	[REDACTED]		
Sharma, Christina	[REDACTED]		
Smith, Theresa	[REDACTED]		
Stever, Patti	[REDACTED]	[REDACTED]	[REDACTED]
Tongol, Efren	[REDACTED]		
Zakharchuk, Petr	[REDACTED]		

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 {insert location}. 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.

Dudley Counselor: Todd Silverman
School Psychologist: Rochele Haywood

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:

- Bloodborne Pathogens for School Employees (annually) – March 22, 2011; November 8, 2011
- NIMS video (discuss components annually, can watch video every other year) – September 9, 2009; August 25, 2010, November 8, 2011
- Triage Training (every other year) – 2009/2010 school year; February 8, 2011
- Code Red Lockdown Training (annually) – February 8, 2011; October 11, 2011
- Preventing School Arson – March 22, 2011, November 8, 2011
- CPR Training (11 staff members) – November 5, 2009
- Mandated Child Abuse Reporter Training – January 11, 2010

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 Joint 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 "School Evacuation Instructions" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an

inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

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

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" earthquake.)

Minor Flooding

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

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 bleeding.
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.

Arthur S. Dudley Elementary Mission Statement

At Arthur S. Dudley Elementary we are dedicated to partnering with families to create a safe and respectful environment that supports student learning and development. Our mission is to guide and encourage students to meet or exceed challenging academic standards, to establish a connection to school, to be responsible and productive citizens and to be life-long learners with college as a goal for the future.

SECTION 2 DESCRIPTION OF PHYSICAL ENVIRONMENT

The Schools' Location and Physical Environment

Dudley Elementary School is located in the Antelope area of Sacramento County that has an average crime rate and average poverty level. The immediate area around the school includes single family dwellings, apartments, and parks. There are no significant safety hazards in the immediate vicinity of the school.

Description of School Ground

Dudley Elementary School was built in the 1950's and has since received upgrades and portable classrooms. The buildings have numerous corridors which surround both a California History Center and a Nature Center. The playground is grass, concrete and asphalt and includes basketball and four square courts, a play structure, baseball diamonds and soccer goals. The gates that separate the school from the main thoroughfare are kept locked during school hours. There are several wings and clusters of classrooms including both permanent and re-locatable classrooms. Other ancillary structures include: office, cafeteria, restrooms, library, teacher work room, storage sheds and a day care facility.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It shall be the practice of Dudley Elementary to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

In 2008, the school received modernization funds. Improvements included: bringing the campus up to current ADA specifications, fire/life/safety upgrades, and painting. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of the school.

Internal Security Procedures

Dudley Elementary has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and an inventory system.

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, and identify and provide preventative programs and activities such as the WE TIP Hotline and security cameras.

Dudley Elementary maintains a copy of the district's sexual harassment policy in the main office/principal's office and the policy is available on request. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils.

Included in this Safe School Plan is a school map indicating safe entrance and exit areas for pupils, parents and school employees

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Dudley Elementary employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Additional internal security procedures affecting the integrity of the school facility include: school wide intercom system and two-way radios.

Community involvement is encouraged to help increase school safety.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a 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.

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: The physical environment of Dudley Elementary will be free of hazards.

Related Activities:

- Each morning, the campus monitor will walk through the plant and submit work orders to the school secretary for any hazards observed to ensure a safe physical environment.

Objective #2: 100% of staff will understand the Safety Plan procedures and their role in the Incident Command System.

Related Activities:

- The parent reunification process will be included in upcoming drills.
- Students will be given injuries to act out so staff will have the opportunity to practice triage methods.
- Staff training will occur during staff meetings.
- The entire school population will participate in practice drills at least once monthly.

Objective #3: The campus will be evaluated for security concerns.

- The campus monitor will notify the administrator of areas where security can be improved.

SECTION 4 DESCRIPTION OF SCHOOL CLIMATE

The School's Social Environment

Leadership at Dudley Elementary is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Dudley Elementary toward excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures, Routine and Emergency

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed throughout the school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS).

Classroom Organization and Structure

Dudley Elementary teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies.

The teachers at Dudley Elementary are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environments, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at Dudley. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, counselor, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded.

SECTION 5 SCHOOL CLIMATE GOALS

The School Climate

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

Objective #1: As indicated on the Safety Survey, at least 80% of the students will report that they have not been "physically pushed around by someone who was just being mean." Similarly, at least 80% of the students will report that they have not been "called names (they) don't like by other students at school."

- **Second Step** curriculum will be taught 30 minutes weekly in each classroom. The lesson focus will be highlighted and referred to throughout the week.
- The **Healthy Play** program will be implemented at Dudley. All staff members, including lunch supervisors, will be trained to implement the program.
- Students who push or call names will receive an immediate consequence. Their actions will be documented, no matter how minor, so that patterns of behavior can be examined.
- Students who are regularly the "target" will receive support from the school counselor.

Objective #2: As a staff, we will make decisions and use language that sets a tone of high moral standards, positive messages and high expectations of everyone at this school so that at least 80% of the responses on the Safety Survey indicate agreement.

- The site administrator will remind staff of this goal at least once monthly.

Objective #3: All students will be encouraged to participate in a school activity or event.

- The administrator will maintain a list of the students who have participated in a school event or program during their enrollment at Dudley. The administrator will personally call the families of students who have not been involved in school functions and invite them to events.

SECTION 6 SIGNATURE SHEET

Dudley 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 is included.

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

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

Member	Title	Signature
<u>Lisa Coronado</u>	Principal	_____
<u>Lisa Baca</u>	Kindergarten teacher	_____
<u>Sandra Oliver</u>	2 nd /3 rd grade teacher	_____
<u>Tracie Meloy</u>	6 th grade teacher	_____
<u>Patricia Rivas</u>	Library Technician	_____
<u>Janine Cooper</u>	SSC Parent	_____
<u>Zargheona Zaki</u>	ELAC Parent	_____
<u>Caitlin Dickson</u>	Student representative	_____

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

Arthur S. Dudley 2011-2012 Staff List

Principal – Lisa Coronado

<u>Grade</u>	<u>Teacher</u>	<u>Room #</u>	<u>Grade</u>	<u>Teacher</u>	<u>Room #</u>
K-AM	Skogebo	A-5	2	Nelson	M-9
K-AM	Baca	A-6	2	Velez	M-10
K-PM	Dzida	A-5	2	Payne	M-12
K-PM	Kasai	A-6	2/3	Oliver	B-3
1	Tarner	A-1	3	Pollock	B-2
1	Anderson	A-2	3	Underwood	B-4
1	Morton	A-3	3	Stolfus	B-5
4	Rains	B-6	Title 1	Mason	Rm 8
4	Searls	C-6	SDC	Faria	A-4
4	Carlson	C-5	Speech	Druliner	T-4b
4/5	Linden	C-3	DIS	Keller	T-3
5	Weidman	C-2	EL	Kirkland	A-7
5	McCarthy	C-4	Psychologist	Rochele	T-4a
5	Ortiz	Rm 7		Haywood	
6	Hare	M-3	Counselor	Todd	T-4c
6	White	M-4		Silverman	
6	Meloy	M-8			

CLASSIFIED

Martha Miranda (Office)
 Sandy Rodriguez (Office)
 Kim Moss (Office)
 Pat Rivas (Library)
 Claudia Buderer (Computer Tech.)
 Phensri "Jimmy" Palavivatana (Custodian)
 Petr Zakharchuk (Custodian)
 Efren Tongol (Custodian)
 Hilda Nevez (Kitchen)
 Theresa Smith (Kitchen)
 Laura Kraft (Kitchen Cashier)
 Lee Ann Becker (Health Aide)
 Yelena Leontieff – (Title I - IA)
 Christina Keats – (Title I - IA)

Liz Heath (DIS Aide)
 Patti Stever (SDC Instr. Spec.)
 Luda Nelipovich (EL Aide)
 Tina Duncan (EMHI)
 Jessica Henry (EMHI)
 Devon Trovaten (EMHI)
 Shelley Tompkins (EMHI)
 Ranjana Raghanuth (Noon Duty)
 Becky Caton (Noon Duty)
 Christina Sharma (Noon Duty)
 Linda Davis (Noon Duty)
 Rebecca Anderson (Noon Duty)
 Roger Calhoun (Campus Monitor)

(10/13/11)

Appendix H

Name	Room #	Ext	Voice Mail
6th grade lab	M7	2234	120
Anderson	A2	2220	106
Baca	A6	2224	103
band room	M11	2228	114
campus monitor		2102	
Carlson	C5	2208	127
computer lab	C1	2204	
computer lab	T5	2202	
Conf Room		2107	
Druliner	T4b	2112	
Dzida	A5	2223	101
EMHI	A7	2225	ELL
Faculty Work			
Room		2111	
Faria	A4	2222	131
Hare	M3	2230	118
It Desk		2108	
Kasai	A6	2224	103
Keller	T3	2203	132
Kim		2105	
Kitchen		2110	
Library		2109	
Linden	C3	2206	129
Lisa		2101	
Martha		2100	
McCarthy	C4	2207	130
Meloy	M8	2235	121
Morton	A3	2221	107
Nelson	M9	2226	112
Nurse		2106	
Oliver	B3	2215	109
Ortiz	7	2211	122
OT	M6	2233	117
Payne	M12	2229	115
Pollock	B2	2214	108
Rains	B6	2218	124
Sandy		2104	
Searls	C6	2209	126
Silverman	T4c	2115	133
Skogebo	A5	2223	102
Stolfus	B5	2217	125
storage	M5	2232	116
Tarner	A1	2219	105
Title 1	8	2212	123
Title 1, EL	B1	2213	110
Underwood	B4	2216	111
Velez	M10	2227	113
Weidman	C2	2205	128
White	M4	2231	119

Appendix I

(Insert Utility Shut-off Map Here)

Appendix J

(Insert Evacuation Map Here)

Appendix K

(Insert Off Campus Evacuation Map Here)

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 Unified School District

AGENDA REQUEST FOR:

Dept./Site: North Country Elementary

Date: November 30, 2011

To: Board of Trustees

From: Kathleen Lord, Principal

Action Item X

Information Item

Attached Pages 97

Principal's Initials: KL

SUBJECT: APPROVAL OF SAFETY PLAN

Please approve North Country's
Safe School and Emergency Preparedness Plan for 2011/12

RECOMMENDATION: APPROVAL

North Country Elementary



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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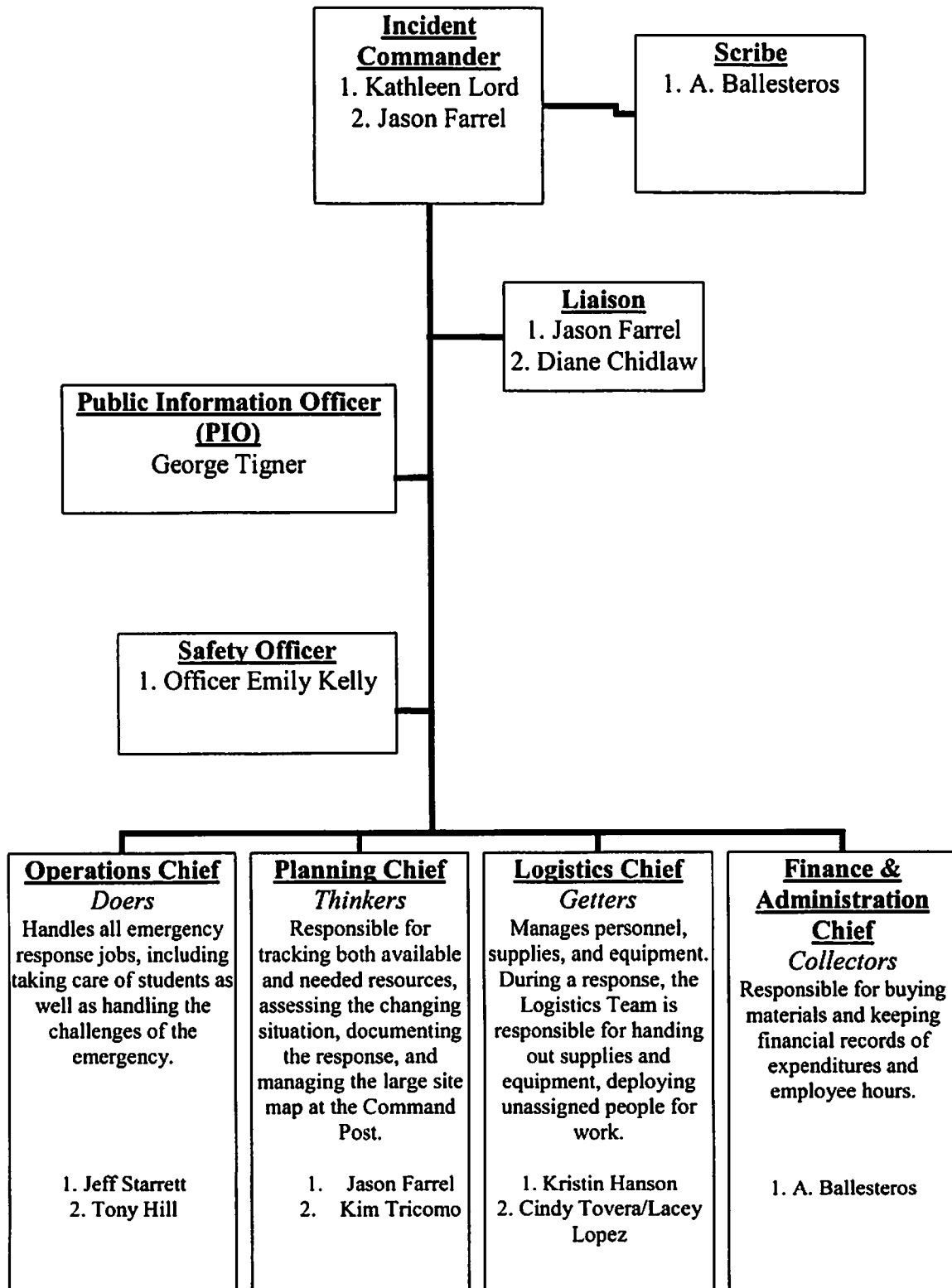
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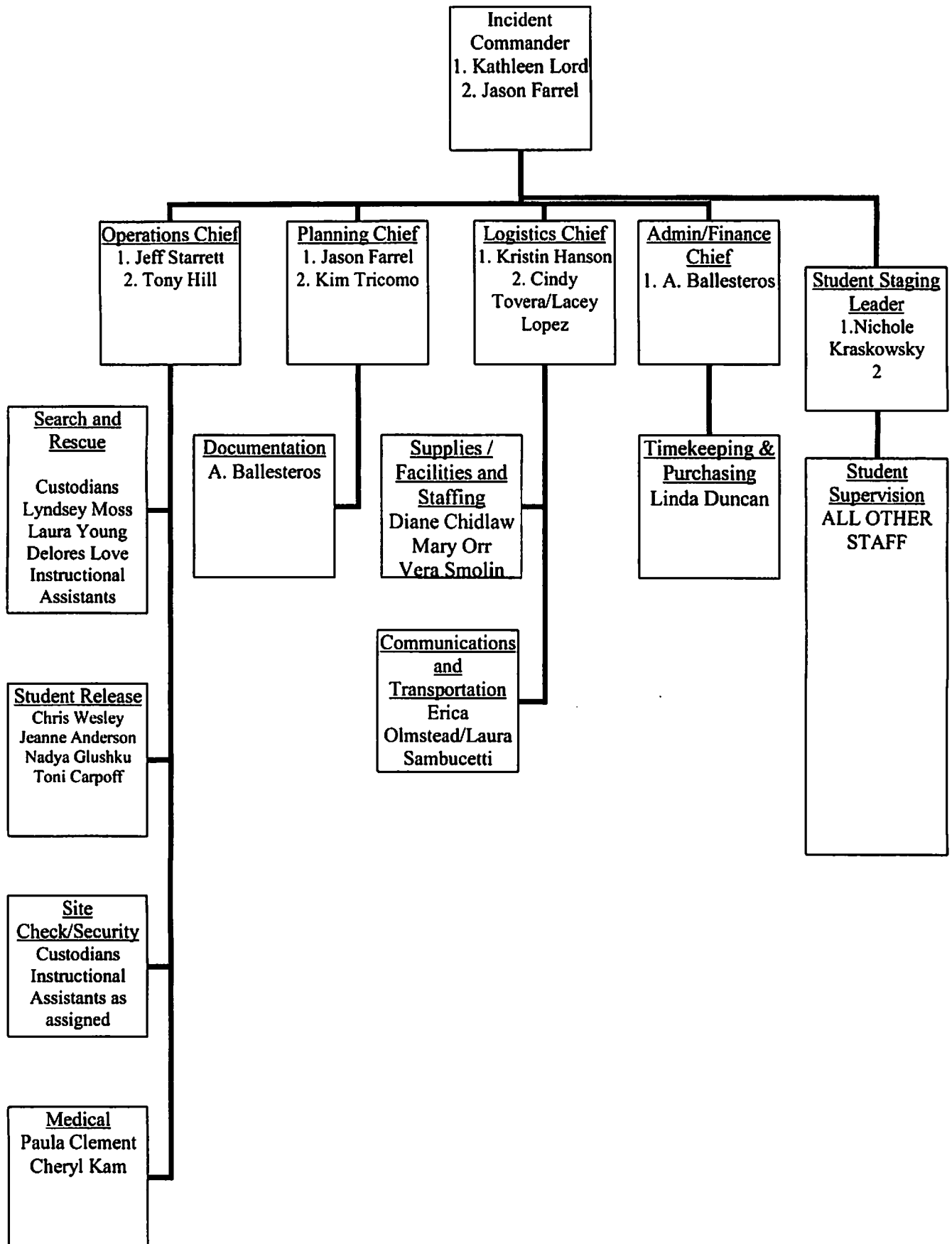
PART 1 CRISIS MANAGEMENT

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.

North Country Elementary 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

SECTION 2 STAGING AREAS

Indoor Command Post:

1. Front Office
2. Sequoia 1

Outdoor Command Post:

1. Picnic Area outside of multi-purpose room
2. Basketball Courts – outside of CDC

Triage Area: Multi Purpose Room

Parent Reunification Area: Blacktop area near History Center and Life Lab

Bus Staging Area: In front of school office

Media Staging Area: West parking lot near apartment buildings

Off-Site Evacuation Location: [REDACTED]

Directions:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

In the event that [REDACTED] is not a viable option, staff and students will evacuate to [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

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 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 {insert location}.

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]

Directions:

[REDACTED]

[REDACTED]

SECTION 7 RESOURCES

Staff Special Skills

Staff Emergency Information

Staff Member

Kindergarten	Phone Number	Health Concerns	Special Skills
Cindy Tovera			
Lacey Lopez			
Toni Brinks			
Paula Clement			
1st Grade			
Chris Wesley			
LoAnne Jackson			
1-2 Grade			
Kristin Hanson			
SDC			
Dawn Shepard			
2nd Grade			
Jeanne Anderson			
Carol Davis			

Staff Member	Phone Number	Health Concerns	Special Skills
3rd Grade			
Jan Wagner			
Laura Sambucetti			
Erica Olmstead			
3-4 Grade			
Lura Anderson			
4th Grade			
Jim Kennedy			
Jeff Starrett			
5th Grade			
Kim Tricomo			
Jolinda Smith			
6th Grade			
Tony Hill			
Lori day			
RSP			
Cheryl Schloegl-Kam			
Other Certificated			
Kathleen Lord			
Jason Farrel			
Diane Chidlaw			
Delores Love			
Laura Young			
Sandy Mallory			
Classified			
Lyndsey Moss RSP			
Roxana Crowe SDC			
Maria Pickett SDC			
Christopher Payne SDC			
Linda Duncan Title I			

Lisa Bjerke-Flores Title I			
Terry Gunther Title I			
Suzanne Sutter Title I			
Tina Cosio Title I			
Robin Huebner Title I			
Michael Bennefeld Tech			
Toni Carpoff Library			
Nichole Kraskowsky office			
Arlene Ballesteros office			
Mary Orr Kitchen			
Vera Smolin Kitchen			
Nadya Glushku ELD			
Charles Gary custodian			
Kevin Brannon custodian			

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 cell phone.

Principal
Academic Coordinator
Secretary
Day Custodian
Night Custodian
Noon Duty Aide
Resource Teacher
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 {insert location}. 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:

- SEMS video – October 11, 2011
- Lockdown Training - October 18, 2011
- CPR Training – {Insert date}
- Mandated Child Abuse Reporter Training – {Insert date}
- Triage Training – November 8, 2011

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 [REDACTED]

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 Joint 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 "School 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" under earthquake.)

Minor Flooding

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

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

North Country's mission statement was developed weeks before our school opened its doors in July 1990. A committee of administrators, teachers, and parents devised the statement to reflect an image of high academic and behavioral standards for our students. It was revised in 1998 and continues to be the basis of our instruction and well-rounded climate.

"Educating Today for a Better Tomorrow"

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

North Country School provides an environment that...

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

SECTION 2 DESCRIPTION OF PHYSICAL ENVIRONMENT

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

North Country Elementary is located in Antelope at the north end of Sacramento County. The campus experiences mild to moderate vandalism during evening hours, however, the frequency of occurrences has lessened within the past year. The immediate area around the school includes single family dwellings, duplexes and apartments.

The school site encompasses 10 acres. There are two sets of classroom buildings facing the south parking lot with three nature areas and walkway in between the buildings. This cannot be seen from the street. Also, the office faces the parking lot which is connected to the multi-purpose room and library.

Four sets of re-locatable classroom buildings (twelve in all) are positioned on the west side, facing each other and away from the parking lot. These buildings are fenced off after hours. The playground is grass and asphalt and includes goal posts, two baseball diamonds, basketball and volleyball courts and running lanes. North Country is an open campus, not enclosed by gates.

During the school day, staff members and administrators provide campus supervision. The entire playground is easily seen if standing on the asphalt anywhere near the playground structure. A Twin Rivers police officer is available if needed.

It shall be the practice of North Country Elementary and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted in 2009. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The students take pride in the appearance of the school.

Internal Security Procedures

North Country has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of North Country.

The site administrator contributes to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. North Country employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

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

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. Bars have been installed on two computer labs to secure the facility.

Inventory System – Engraved ID, Security Storage

All school-site equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

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 Safety relating to Emergency Procedures

As a result of the following policies and procedures, the safety of all students is of utmost importance and shall receive an approval rating of 90% or higher on parent and student surveys.

1) Related Activities

- a) Practice drills for fire and intruder on campus are held monthly
- b) Specific emergency procedures are listed in this handbook and is distributed to all staff members with copies in the office available to parents and law enforcement
 - The plan is updated yearly and approved by SSC and The Board of Trustees
 - The plan is reviewed by the staff at least once a year
 - North Country's Safety Committee meets yearly to amend or review the plan and make recommendations
- c) Safety information is included in the parent handbook which is posted on North Country's website
- d) The staff is instructed to implement a lock down if there is any doubt regarding a stranger on campus
- e) All adults must sign in the office before going to classrooms or any other building or outdoor area on campus
- f) Posters are prominently displayed in windows with a warning that parents and neighbors have been given the number to the WE TIP Hotline to report suspicious activity or vandalism
- g) Graffiti, broken windows and any other damage found in the morning is reported immediately to the district's maintenance office
- h) It is taught and reinforced that students are to report any dangerous object including broken glass, a weapon, lighters, matches, etc. to an adult immediately and not to touch that object
- i) The District's Volunteer Policy requires fingerprint clearance, TB test and Megan's Law database check
- j) The District shares a partnership with Twin Rivers Police Dept. Officers check in regularly and are available on an as-needed basis

Objective #2: Student Safety within the daily routine

As a result of the following programs and procedures, at least 95% of all surveyed students will report that they feel secure and safe while at school

1) Related Activities

- a) Staff members communicate with students on a personal level
- b) Second Step curriculum is used in grades K-5. LifeSkills in 6th grade
- c) Conflict Managers available during recesses
- d) Character Education Program with a character trait being highlighted each month
- e) Red Ribbon Week, Author Day and other assemblies carry a "Believe in Yourself" theme with specific emphasis on anti-bullying or positive reinforcement
- f) Newly implemented freeze bell will prompt a "cool down, calm down" frame of mind as students stop, then walk toward classroom lines
- g) Students experience an assembly twice a year relating to appropriate behavior, lunchroom procedures, dangerous objects, proper attire, conflict management skills and emergency drills
- h) Sexual Harassment information for students in grades 4-6
- i) Teachers, instructional assistants, custodians and other school personnel provide campus supervision. Students are instructed that they may seek help from any adult on campus

Objective #3: Student Health

The following procedures and policies are in place to supplement the health of the students and staff. Additionally, as a result of the District Health and Wellness policy, students will experience new and existing opportunities on campus. At least 90% of our parents will indicate their awareness relating to the health and welfare of students on the parent survey.

1) Related Activities

- a) A salad bar is offered each day during lunch
- b) Timberwolf Trotters meet three times a week before school to walk the campus
- c) Healthy snacks are encouraged
- d) Cardio activities are included during PE and Sac State PE interns are requested each year
- e) Fifth grade takes part in an annual PE assessment
- f) Hearing and Vision screenings are scheduled through the District's nurse and may be requested by a teacher, parent or SST members
- g) Resources for vision, medical and dental are available through the District nurse or through Spinelli School's Healthy Start program

- h) Notification of contagious disease (or lice) is facilitated by the District's nurse or health assistant
- i) All adults working with students must have a valid TB test
- j) Students sent home for lice must be screened by District health personnel before returning to class
- k) District health personnel review student shot records annually

SECTION 4 DESCRIPTION OF SOCIAL ENVIRONMENT

An action plan to maintain the school's organizational structure

North Country hosts a school based coordinated program allowing regular ed, special ed and English Learner students to benefit from all programs offered if appropriate and beneficial to the learner. Students' strengths and talents surface when extra-curricular activities are provided. Before and after school activities are hosted by teachers and include visual and performing arts for intermediate grades.

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: A pro-active role is maintained by all staff members relating to the success of the school's operation. At least 90% of surveyed parents will agree that the staff works cohesively to inform students of established rules and procedures, reinforces safe practices and keeps parents aware of school-wide activities and events.

1) Related Activities - Staff

a) Shared decision making is encouraged by the leadership team

The staff usually comes together to discuss and vote on any new or existing school procedure or policy that has been brought to the table before changes are put into action

b) Staff Development opportunities are often provided by North Country's own staff members

c) Staff members are a part of School Site Council and PTA. Staff members share in the attendance of family nights and other school-wide events

d) Staff members facilitate clubs and activities for students

- G.A.T.E.
- Art Club
- Spring theatrical production/Drama Club
- Grade level family nights or activities
- Timberwolf Trotters walking club
- TLC morning program
- Tech Mentors
- Spirit Day
- Garden Club
- Conflict Managers

e) Staff members work together to reinforce rules and procedures via school-wide discipline policy

f) Staff members stay in contact with parents via e-mail, conferences, phone calls and or written messages

g) Staff members keep the Leadership Team informed of any concerns or issues that may arise on a daily or weekly basis

h) Staff meetings occur once weekly to cover necessary information, staff development, discussions regarding change in procedures and also include recognitions

- i) Unscheduled walk-throughs and scheduled observations are performed by the administrator leaving feed back for teachers regarding classroom management and instructional practices.

Objective #2: Related Activities are in place to provide students with a well-rounded education

- Clubs and activities including the spring musical for students in grades 4-6
- Involvement with Big Buddy Program (cross grade level lessons and activities)
- Assistance from instructional assistants and specialists in academics and/or Accelerated Reading Program
- Experiencing workshop, rotation periods and Second Step from other grade level teachers
- Special Ed. students are mainstreamed in the aforementioned activities and in core subjects when appropriate and can also take advantage of the Title I extended reading program
- Students earn charms and certificates for academics, character education, perfect attendance and citizenship and are publicly recognized for their accomplishments
- Students participate in activities encouraging parent attendance and/or participation including the TLC morning program and Timberwolf Trotters.
- English Learner students are assisted in the EL and Title I programs
- In School Postal Service to encourage student writing and correspondence. RSP students provide this service acting as postal workers and letter carriers
- Outdoor education activities are planned in the garden area and history center.

SECTION 6 DESCRIPTION OF SCHOOL CLIMATE

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

SECTION 7 SCHOOL CLIMATE GOALS

The School Climate

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

Objective #1: Creating a caring school climate

As a result of the student survey, existing programs provide students with opportunities to feel that they are a part of things going on around them. The survey indicates that the present activities are enjoyed by students and are ones they wish to continue being a part of. The next survey shall reflect an approval rating of 90% or higher relating to students' sense of belonging and participation.

1. Related Activities

a) Cooperative learning and Buddy programs between older and younger students

- Instills empathy in older students
- Develops a sense of competency in older students
- Helps both older and younger students to feel cared about and relate to school
- Gives younger students role models for caring and helping

b) Character Education

- Monthly character traits introduced by teachers, reinforced by administrators promote good behavior
 - Students representing each trait earn charms for their collection
- Students are encouraged to "walk the talk" when out on the playground
- Schools with character education programs have reported gains in reading and math scores
- Decreases vandalism
- Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment

c) Student Recognition

- Spirit Assemblies are held during each grading period
 - Students are recognized and awarded certificates, ribbons and charms for academics, citizenship and perfect attendance
 - Club members are recognized during Spirit Day

- Timberwolf Tickets awarded to students displaying courteous lunchtime behavior
 - North Country cash awarded to students to spend at NoCo Store
- d) Anti-Bullying strategies are implemented with expected behavior reflecting KSRLP – Kind, Safe, Respectful, Logical, Positive
- KSRLP posted in every classroom
 - Anti-bullying strategies such as “Grandma Rose’s” “Don’t bite the hook”, walk away from conflict, being part of the solution and not the problem and avoiding rumors
 - Student Rules Assembly held twice each year reinforces expectations
 - Sexual Harassment Policy defined to 4th-6th graders via video presentation approved by the district
 - Second Step violence prevention curriculum (K-5) assists students in solving conflicts and having the self-confidence to do so
 - Life Skills (grade6) assists students with ethical issues and doing the right thing
- e) Student clubs and activities help to improve grades by providing students with activities that interest them and encourage them to come to school
- Timberwolf Trotters before school walking program for students in grades 1-6
 - Tech Mentors computer technology instruction for students in grades 4-6
 - Conflict Managers – students in grades 5-6 assist students during recess in solving conflicts and disagreements
 - Art Club Grades 4-6
 - Garden Club grades 2-6
 - After school G.A.T.E. program
 - TLC Timberwolf Learning Club grades 1-6
 - Spring Musical Production/Drama Club Grades 4-6

Objective #2: As a result of the aforementioned activities and programs in addition to the following school or district wide programs, and positive behavioral support for students, North Country will experience an approval rating of 90% or higher on the next parent survey relating to meaningful participation of students.

1) Related Activities

- a) Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- b) Behavior Support contracts developed when a student receives five or more referrals
- c) Appropriate behavior is modeled, coached and expected
- d) Second Step/LifeSkills implemented 30 minutes weekly
- e) Staff development opportunities are offered during staff meetings and in monthly district sessions on topics such as student writing activities, technology, special education strategies, organizational techniques, and core curriculum
- f) Consistent school-wide discipline policy
- g) Character education- A different character trait is highlighted each month
- h) Field trips appropriate to grade level
- i) Encourage parent classroom volunteers
- j) Involvement with PTA family activities
 - Fall festival, spring event
 - Monthly meetings
 - North Country student store
 - Scholastic book fairs
 - Santa Store
 - Participation in school-wide events
 - Student assemblies
- k) School-wide events and programs for students are encouraged by teachers
 - ISPS (In School Postal System)
 - Author Day
 - North Country Reads – supplemental reading incentive program
 - Title I TLC – Learning Lab and before school program for students needing supplemental instruction
 - Foyer Bulletin board highlights student work
 - Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
 - Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health are provided

Objective #3: Parent/Student Communication

As a result of the following methods, procedures and activities, student and parent surveys relating to communication shall demonstrate an approval rating of 90% or higher.

1) Related Activities

- A blog updates the Timberwolf Times newsletter featuring school-wide events and student accomplishments. This is also posted on the North Country website
- Family Reading Night
- Title I parent informational night and morning coffees to explain the program and what is available for students in all grade levels
- North Country website featuring school calendar and teacher e-mail
- Parent information handbook is sent home at the beginning of each school year and given to new, enrolling students' parents. This will also be posted on school website. Parent handbook includes school-wide discipline plan.
- PTA meets once each month
- SSC (School Site Council) meets each month.
- ELAC (English Language Advisory Council) meets three times each year
- Back to School Night/Open House dinner
- Teachers will contact parents via phone or e-mail to keep them updated on student progress and/or behavior. Goal: 2-3 positive contacts a year
- Rules Assembly for students twice yearly in addition to clear academic and behavior expectations outlined by teachers
- Classroom behavior incentives/positive reinforcement
- Each day, parents of absent students are called
- Telephone reminders of minimum days, holidays and special events
- School Site Council agenda will be published in school newsletter
- Parent Teacher conferences are held twice each year
- Student recognition opportunities
- Interpreter is arranged for parent conferences, SST and IEP meetings when needed
- SST (Student Study Team) meetings are scheduled for students with concerns. Teachers or parents may request a SST.
- English Language parents may attend ELAC informational meetings. Translators are provided
- Coordination with Resource teacher, classroom teacher, parent, psychologist, speech therapist, administrator and student for students with special needs
- Information on strategies to help parents with students will be distributed during conferences and/or Back to School night

SECTION 8 SIGNATURE SHEET

North Country 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>Kathleen Lord</u>	Principal	_____
<u>Cheryl Schloegl-Kam</u>	Teacher	_____
<u>Lura Anderson</u>	Teacher	_____
<u>Jason Farrel</u>	Academic Coordinator	_____
<u>Michael Bennefeld</u>	Computer Technician	_____
<u>Dennis Madsen</u>	SSC Parent	_____

Appendix A

(Insert Child Abuse Reporting Law Here)

Appendix B

SUSPECTED CHILD ABUSE REPORT

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

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

B. REPORTING PARTY	NAME/TITLE																																																	
	ADDRESS																																																	
C. REPORT SENT TO	PHONE ()			DATE OF REPORT			SIGNATURE																																											
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION																																																	
D. INVOLVED PARTIES	AGENCY					ADDRESS																																												
	OFFICIAL CONTACTED					PHONE ()			DATE/TIME																																									
	NAME (LAST, FIRST, MIDDLE)					ADDRESS			BIRTHDATE	SEX	RACE																																							
	PRESENT LOCATION OF CHILD					PHONE ()																																												
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IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX <input type="checkbox"/>																																																		
1. DATE/TIME OF INCIDENT PLACE OF INCIDENT (CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED																																																		
IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION																																																		
2. TYPE OF ABUSE: (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER																																																		
3. NARRATIVE DESCRIPTION:																																																		
4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:																																																		
5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:																																																		

50 0572 (Rev. 1/03)

INSTRUCTIONS AND DISTRIBUTION ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is not unfounded.

Police or Sheriff-WHITE Copy; County Welfare or Probation-BLUE Copy; District Attorney-GREEN Copy; Reporting Party-YELLOW Copy

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

North Country School Staff List

Kathleen Lord, Principal
Jason Farrel, Academic Coordinator
Diane Chidlaw, Title 1 Coordinator

Certificated		Classified	
Brinks, Toni	PM Kdg	Ballesteros, Arlene	Secretary
Clement, Paula	AM Kdg	Kraskowsky, Nichole	Office Assistant
Lopez, Lacey	Kick Start		
Tovera, Cindy	AM Kdg	Duncan, Linda	Title 1 Secretary
Jackson, LoAnne	1st	Gary, Charles	Lead Custodian
Wesley, Chris	1st	Brannon, Kevin	Day Custodian
Hanson, Kristin	1st/2nd	Orr, Mary	Cafeteria Mgr
		Smolin, Vera	Cafeteria
Anderson, Jeanne	2nd		
Davis, Carol	2nd	Crow, Roxana	SDC – I/S PH
		Glushku, Nadya	Bilingual Aide
Sambucetti, Laura and	3rd	Marinkovic, Lidija	SDC – I/S PH
Olmstead, Erica		Moss, Lyndsey	RSP – I/S
Wagner, Jan	3rd	Payne, Christopher	SDC – I/S PH
		Pickett, Maria	SDC – I/S PH
Anderson, Lura	3rd/4th		
		Bjerke-Flores, Lisa	I/A – Title 1
Kennedy, Jim	4th	Cosio, Tina	I/A – Title 1
Starrett, Jeff	4th	Gunther, Terri	I/A – Title 1
		Huebner, Robin	I/A – Title 1
Smith, Jolinda	5th	Sutter, Suzanne	I/A – Title 1
Tricomo, Kim	5th		
		Carpoff, Toni	Library Tech
Day, Lori	6th		
Hill, Tony	6th	Bennefeld, Michael	Computer Tech
Shepard, Dawn	SDC		
Schloegl-Kam, Cheryl	RSP		
Love, Dolores	Title 1		
Young, Laura	Speech		

Appendix H

(Insert Staff's Classroom Telephone Numbers Here)

Appendix I

(Insert Utility Shut-Off Map Here)

Appendix J

(Insert Classroom Evacuation Map Here)

Appendix K

(Insert Off-Site Evacuation Map Here)

Appendix L

EOC Message Form	
<u>TIME</u>	Priority (Circle one) <div style="display: flex; justify-content: space-around;"> EMERGENCY (Life Threatened) URGENT (Property Threatened) ROUTINE (All Others) </div>
<u>FROM</u>	Name: Title : Location:
INJURIES	
IMMEDIATE: [Major] Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.	
DELAYED: [Moderate] Burns, major multiple fractures, back injuries with or without spinal cord damage.	
#	
MINOR: In Need of First Aid only	
DECEASED	
#	
PROPERTY DAMAGE	
Circle One MAJOR DAMAGE: Building collapse, building leaning, major ground movement causing large cracks in the ground MODERATE DAMAGE: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines) MINOR DAMEGE: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	
RESOURCES NEEDED	
Circle all that apply Ambulance PG&E/SMUD Other (describe):	

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Business Department

Date: 12/01/11

Action Item

To: Board of Trustees

Information Item

From: Jeanne Bess

Attached Page 1

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 November 2011.

RECOMMENDATION: That the CJUSD Board of Trustees approve the
District Payroll Orders for July 2011 through November 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				\$ -	
3-Jan				\$ -	
JAN				\$ -	
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 9,810,879.82	\$ -	\$ -	\$ 9,810,879.82	2424
-----------------	------	------	-----------------	------

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: November, 2011

Action Item

To: Board of Trustees

Information Item

From: Jeanne Bess

Attached Pages

SUBJECT: Supplemental Agenda – Commercial Warrant Registers

November 1, 2011, 205,641.33, November 8, 2011, 327,513.27, November 17, 2011, 301,016.68, November 21, 2011, 241,450.58.

The commercial warrant payments to vendors totals
\$ 1,075,621.86

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

CONSENT AGENDA

81 CENTER UNIFIED SCHOOL DIST.
110411

ACCOUNTS PAYABLE PRELIST

J1204 APY500 H.02.05 11/01/11 PAGE 0

Batch status: A All

From batch: 0029

To batch: 0029

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
110411

ACCOUNTS PAYABLE PRELIST
BATCH: 0029 11/4/11
FUND : 01 GENERAL FUND

J1204 APY500 H.02.05 11/01/11 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014067/00		ACCREDITING COMMISSION FOR					
764 PO-120652	11/04/2011	4004702/3473973378-	1 01-4047-0-5800-472-1110-1000-014-000 NN F			2,000.00	2,000.00
TOTAL PAYMENT AMOUNT			2,000.00 *				2,000.00
010002/00		ALDAR ACADEMY					
1180 PO-121003	11/04/2011	SEPT 11	1 01-6500-0-5800-102-5750-1180-003-000 NN P			567.68	567.68
TOTAL PAYMENT AMOUNT			567.68 *				567.68
010564/00		APPLE COMPUTER					
1153 PO-120974	11/04/2011	9888684619	2 01-0054-0-4300-236-1110-1000-009-000 NN F			96.04	96.03
1153 PO-120974	11/04/2011	9888684619	1 01-0054-0-4400-236-1110-1000-009-000 NN F			1,224.05	1,224.05
TOTAL PAYMENT AMOUNT			1,320.08 *				1,320.08
010400/00		AT&T					
14 PO-120154	11/04/2011	NOV 248134 8100 841 3	1 01-0000-0-5902-106-0000-8110-007-000 NN P			7.81	7.81
TOTAL PAYMENT AMOUNT			7.81 *				7.81
021604/00		ATLAS DISPOSAL INDUSTRIES					
13 PO-120153	11/04/2011	408721	1 01-0000-0-5550-106-0000-8110-007-000 NN P			123.92	123.92
13 PO-120153	11/04/2011	409232	1 01-0000-0-5550-106-0000-8110-007-000 NN P			421.10	421.10
13 PO-120153	11/04/2011	409238	1 01-0000-0-5550-106-0000-8110-007-000 NN P			190.63	190.63
13 PO-120153	11/04/2011	409237	1 01-0000-0-5550-106-0000-8110-007-000 NN P			291.39	291.39
13 PO-120153	11/04/2011	409236	1 01-0000-0-5550-106-0000-8110-007-000 NN P			187.68	187.68
13 PO-120153	11/04/2011	409239	1 01-0000-0-5550-106-0000-8110-007-000 NN P			208.19	208.19
13 PO-120153	11/04/2011	409233	1 01-0000-0-5550-106-0000-8110-007-000 NN P			979.38	979.38
13 PO-120153	11/04/2011	409235	1 01-0000-0-5550-106-0000-8110-007-000 NN P			150.32	150.32
13 PO-120153	11/04/2011	409234	1 01-0000-0-5550-106-0000-8110-007-000 NN P			605.41	605.41
TOTAL PAYMENT AMOUNT			3,158.02 *				3,158.02
017760/00		BACKFLOW TECHNOLOGIES LLC					
18 PO-120012	11/04/2011	11-3911	1 01-0000-0-5800-106-0000-8110-007-000 NN P			122.00	122.00
TOTAL PAYMENT AMOUNT			122.00 *				122.00

81 CENTER UNIFIED SCHOOL DIST.
110411

ACCOUNTS PAYABLE PRELIST
BATCH: 0029 11/4/11
FUND : 01 GENERAL FUND

J1204 APY500 H.02.05 11/01/11 PAGE 2
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016082/00	CARMAZZI GLOBAL SOLUTIONS						
1239 PO-121048	11/04/2011	11-6684	1 01-0000-0-5800-103-0000-7200-003-000 NN P			210.00	210.00
1239 PO-121048	11/04/2011	11-6705	1 01-0000-0-5800-103-0000-7200-003-000 NN F			210.00	210.00
TOTAL PAYMENT AMOUNT			420.00 *				420.00
020305/00	CDW GOVERNMENT INC.						
1155 PO-120975	11/04/2011	1237491	1 01-0054-0-4400-236-1110-1000-009-000 NN F			165.08	165.09
TOTAL PAYMENT AMOUNT			165.09 *				165.09
014449/00	CENTER HIGH SCHOOL STUDENT						
1201 PO-121019	11/04/2011	MCA DONATION	1 01-7220-0-8699-000-0000-0000-000-777 NN F			1,000.00	1,000.00
TOTAL PAYMENT AMOUNT			1,000.00 *				1,000.00
010407/00	CENTER UNIFIED REVOLVING FUND						
1209 PO-121025	11/04/2011	CK4033 R LAWSON	1 01-0000-0-5200-103-0000-2110-003-000 NN F			285.00	285.00
1253 PO-121058	11/04/2011	REFUND CK 4024	1 01-0000-0-9200-000-0000-0000-000-000 NN F			622.75	622.75
TOTAL PAYMENT AMOUNT			907.75 *				907.75
015699/00	CLARK SECURITY PRODUCTS						
29 PO-120159	11/04/2011	SAO6925301	1 01-8150-0-4300-106-0000-8110-007-000 NN P			16.68	16.68
TOTAL PAYMENT AMOUNT			16.68 *				16.68
021979/00	COUNTY OF SACRAMENTO						
1263 PO-121065	11/04/2011	11/12 1ST QTR	1 01-0000-0-5800-100-0000-7200-005-000 NN F			2,272.44	2,272.44
TOTAL PAYMENT AMOUNT			2,272.44 *				2,272.44
019475/00	ELDER, RONALD						
1236 PO-121046	11/04/2011	REIMB MILEAGE OCT	1 01-7230-0-5600-112-0000-3600-007-000 NN P			23.10	23.10
TOTAL PAYMENT AMOUNT			23.10 *				23.10

J1204 APY500 H.02.05 11/01/11 PAGE 3
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type		ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP					
019262/00	ENTERPRISE RENT A CAR							
1244 PO-121051	11/04/2011	D847494-3082	1 01-0000-0-5810-472-1110-4000-014-915 NN F				90.82	90.82
1245 PO-121052	11/04/2011	D847393-3082	1 01-0000-0-5810-472-1110-4000-014-915 NN F				90.82	90.82
			TOTAL PAYMENT AMOUNT		181.64 *			181.64
019704/00	FRISCH, JOYCE							
1230 PO-121043	11/04/2011	REIMB	1 01-3010-0-4300-371-1110-1000-012-000 NN F				15.10	15.10
			TOTAL PAYMENT AMOUNT		15.10 *			15.10
015214/00	GAME DAY							
1234 PO-121045	11/04/2011	1059	1 01-0000-0-5800-371-0000-2700-012-000 NN F				159.47	159.47
			TOTAL PAYMENT AMOUNT		159.47 *			159.47
022347/00	GIVE SOMETHING BACK							
1197 PO-121012	11/04/2011	1880667-0	1 01-6500-0-4300-102-5750-1110-003-000 NN F				277.71	255.38
1198 PO-121013	11/04/2011	1880660-0	1 01-6500-0-4300-102-5770-1120-003-026 NN F				111.46	111.46
			TOTAL PAYMENT AMOUNT		366.84 *			366.84
017577/00	GOMES, JOE							
1203 PO-121020	11/04/2011	REIMB	1 01-3550-0-5211-472-1110-1000-014-000 NN F				71.21	71.21
			TOTAL PAYMENT AMOUNT		71.21 *			71.21
011219/00	HILLYARD INC.							
286 PO-120264	11/04/2011	6951861	1 01-0000-0-9320-000-0000-0000-000 NN P				99.56	99.56
			TOTAL PAYMENT AMOUNT		99.56 *			99.56
015801/00	HJELDEN, JANET POLLARD-							
1187 PO-121008	11/04/2011	REIMB	1 01-6500-0-4300-102-5770-1120-003-026 NN F				11.58	11.58
			TOTAL PAYMENT AMOUNT		11.58 *			11.58

81 CENTER UNIFIED SCHOOL DIST.
110411

ACCOUNTS PAYABLE PRELIST
BATCH: 0029 11/4/11
FUND : 01 GENERAL FUND

J1204 APY500 H.02.05 11/01/11 PAGE 4
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount						
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
022326/00	HOLLIS, WENDY															
1213	PO-121028	11/04/2011	REIMB			1	01-0000-0-5200-472-1110-1000-014-472	NN F	87.77	87.77						
					TOTAL PAYMENT AMOUNT		87.77	*								87.77
017002/00	HOME DEPOT CREDIT SERVICES															
52	PO-120163	11/04/2011	92177			1	01-8150-0-4300-106-0000-8110-007-000	NN P	144.60	144.60						
52	PO-120163	11/04/2011	6669 15939			1	01-8150-0-4300-106-0000-8110-007-000	NN P	17.02	17.02						
					TOTAL PAYMENT AMOUNT		161.62	*								161.62
017937/00	JACK SCOTT TOURNAMENT															
1200	PO-121015	11/04/2011	CHS DEC 1-3			1	01-0000-0-5800-472-1801-1000-014-000	NN F	25.00	25.00						
					TOTAL PAYMENT AMOUNT		25.00	*								25.00
016750/00	JUST SEND IT POSTAL CENTER															
285	PO-120263	11/04/2011	240566			1	01-8150-0-5800-106-0000-8110-007-000	NN P	10.00	10.00						
					TOTAL PAYMENT AMOUNT		10.00	*								10.00
010212/00	LAKESHORE LEARNING MATERIALS															
1101	PO-120939	11/04/2011	2491771011			1	01-0000-0-4300-238-1110-1000-010-000	NN F	274.71	274.71						
					TOTAL PAYMENT AMOUNT		274.71	*								274.71
022230/00	MANAGED HEALTH NETWORK															
379	PO-120336	11/04/2011	3200031734			1	01-0000-0-3401-100-1110-1000-000-000	NN P	1,173.15	1,173.15						
					TOTAL PAYMENT AMOUNT		1,173.15	*								1,173.15
022494/00	MILLER, LISA															
1210	PO-121026	11/04/2011	REIMB			1	01-0000-0-4300-472-1110-1000-014-472	NN F	75.06	75.06						
					TOTAL PAYMENT AMOUNT		75.06	*								75.06

81 CENTER UNIFIED SCHOOL DIST.
110411

ACCOUNTS PAYABLE PRELIST
BATCH: 0029 11/4/11
FUND : 01 GENERAL FUND

J1204 APY500 H.02.05 11/01/11 PAGE 5
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	ABA num	Account num	Liq Amt	Net Amount
021692/00	MONOPRICE INC							
1228 PO-121041	11/04/2011	5269343		1 01-3010-0-4300-240-1110-1000-011-000 NN F			17.13	17.05
TOTAL PAYMENT AMOUNT							17.05 *	17.05
015957/00	MYERS, HOLLAND							
1207 PO-121023	11/04/2011	REIMB		1 01-3550-0-4300-472-1110-1000-014-000 NN F			29.59	29.59
TOTAL PAYMENT AMOUNT							29.59 *	29.59
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
767 PO-120655	11/04/2011	577584365001		1 01-0000-0-4300-238-1110-1000-010-000 NN P			44.53	44.53
767 PO-120655	11/04/2011	577584366001		1 01-0000-0-4300-238-1110-1000-010-000 NN F			55.98	55.98
800 PO-120683	11/04/2011	577602515001		1 01-0000-0-4300-234-0000-2700-008-000 NN F			42.82	36.57
806 PO-120690	11/04/2011	578175509001		1 01-5640-0-4300-601-9728-1000-017-000 NN F			76.48	76.48
810 PO-120692	11/04/2011	578175366001		1 01-8150-0-4300-106-0000-8110-007-000 NN P			85.50	85.50
810 PO-120692	11/04/2011	578175367001		1 01-8150-0-4300-106-0000-8110-007-000 NN F			185.52	206.52
813 PO-120693	11/04/2011	578175172001		1 01-0000-0-4300-238-1110-1000-010-000 NN F			55.79	55.79
825 PO-120704	11/04/2011	578175079001		1 01-0000-0-4300-238-1110-1000-010-000 NN F			175.85	175.85
TOTAL PAYMENT AMOUNT							737.22 *	737.22
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
1185 PO-121007	11/04/2011	180114985		1 01-7230-0-5600-112-0000-3600-007-000 NN P			56.97	56.97
1185 PO-121007	11/04/2011	180114448		1 01-7230-0-5600-112-0000-3600-007-000 NN P			56.97	56.97
TOTAL PAYMENT AMOUNT							113.94 *	113.94
010266/00	SACRAMENTO COUNTY UTILITIES							
78 PO-120174	11/04/2011	50000878546		1 01-0000-0-5540-106-0000-8110-007-000 NN P			535.23	535.23
78 PO-120174	11/04/2011	500008788608		1 01-0000-0-5540-106-0000-8110-007-000 NN P			255.99	255.99
78 PO-120174	11/04/2011	500006974207		1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,864.56	1,864.56
TOTAL PAYMENT AMOUNT							2,655.78 *	2,655.78
017106/00	SIA/VISION SERVICE PLAN							
PV-121027	11/04/2011	SIA/VISION NOVEMBER		01-0000-0-9552-000-0000-0000-000-000 NN				4,829.99
TOTAL PAYMENT AMOUNT							4,829.99 *	4,829.99

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ACCOUNTS PAYABLE PRELIST
BATCH: 0029 11/4/11
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010263/00	SMUD						
88 PO-120179	11/04/2011	OCT-7000000347	1 01-0000-0-5530-106-0000-8110-007-000 NN F		385,701.00	74,755.67	
TOTAL PAYMENT AMOUNT				74,755.67 *		74,755.67	
018370/00	STANLEY CONVERGENT SECURITY						
90 PO-120061	11/04/2011	8677578	1 01-0000-0-5800-106-0000-8110-007-000 NN P		2,435.79	2,435.79	
90 PO-120061	11/04/2011	8642970	1 01-0000-0-5800-106-0000-8110-007-000 NN P		164.79	164.79	
90 PO-120061	11/04/2011	8640575	1 01-0000-0-5800-106-0000-8110-007-000 NN P		111.24	111.24	
TOTAL PAYMENT AMOUNT				2,711.82 *		2,711.82	
020462/00	STAPLES ADVANTAGE						
1111 PO-120945	11/04/2011	110814286	1 01-0000-0-4300-236-1110-1000-009-000 NN F		70.53	69.18	
1163 PO-120985	11/04/2011	110854264	1 01-0000-0-4300-103-0000-3160-003-911 NN F		302.67	302.67	
TOTAL PAYMENT AMOUNT				371.85 *		371.85	
014079/00	THYSSENKRUPP ELEVATOR CORP						
95 PO-120063	11/04/2011	1090100933	1 01-0000-0-5600-106-0000-8110-007-000 NN P		1,676.98	1,676.98	
96 PO-120184	11/04/2011	NOV-jAN12	1 01-0000-0-5600-106-0000-8110-007-000 NN P		132.36	132.36	
TOTAL PAYMENT AMOUNT				1,809.34 *		1,809.34	
010519/00	TIM'S BAND INSTRUMENT SERVICE						
880 PO-120747	11/04/2011	87225	1 01-0000-0-5600-472-1262-1000-014-000 NN P		20.69	20.69	
TOTAL PAYMENT AMOUNT				20.69 *		20.69	
010127/00	UNITED PARCEL SERVICE						
249 PO-120231	11/04/2011	755690990	1 01-0000-0-5901-103-0000-2110-003-000 NN P		1.11	1.11	
1220 PO-121033	11/04/2011	YW013401	1 01-0000-0-5901-472-1110-1000-014-472 NN F		125.24	125.24	
TOTAL PAYMENT AMOUNT				126.35 *		126.35	
010116/00	WESTERN PSYCHOLOGICAL SERVICES						
1192 PO-121009	11/04/2011	639339	1 01-6500-0-4300-102-5001-3120-003-000 NN F		199.12	194.66	
TOTAL PAYMENT AMOUNT				194.66 *		194.66	

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0029 11/4/11
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			
019842/00	WFCB-OSH COMMERCIAL SERVICES									
65	PO-120166	11/04/2011	021101967610282011			1	01-8150-0-4300-106-0000-8110-007-000 NN P		12.91	12.91
65	PO-120166	11/04/2011	021101933110252011			1	01-8150-0-4300-106-0000-8110-007-000 NN P		9.03	9.03
65	PO-120166	11/04/2011	021101881910212011			1	01-8150-0-4300-106-0000-8110-007-000 NN P		5.13	5.13
65	PO-120166	11/04/2011	021103400910222011			1	01-8150-0-4300-106-0000-8110-007-000 NN P		4.70	4.70
65	PO-120166	11/04/2011	021102661310302011/147626			1	01-8150-0-4300-106-0000-8110-007-000 NN P		18.67	18.67
65	PO-120166	11/04/2011	0211101878410212011			1	01-8150-0-4300-106-0000-8110-007-000 NN P		11.51	11.51
65	PO-120166	11/04/2011	021102531610192011			1	01-8150-0-4300-106-0000-8110-007-000 NN P		45.17	45.17
							TOTAL PAYMENT AMOUNT		107.12 *	107.12
022414/00	WHITNEY HIGH SCHOOL									
1199	PO-121014	11/04/2011	NOV25-26			1	01-0000-0-5800-472-1801-1000-014-000 NN F		400.00	400.00
							TOTAL PAYMENT AMOUNT		400.00 *	400.00
015819/00	WILLIAM RILEY									
1233	PO-121055	11/04/2011	MELEAGE AUG SEPT			1	01-5630-0-5800-601-1220-1000-017-000 NN F		40.07	40.07
							TOTAL PAYMENT AMOUNT		40.07 *	40.07
014057/00	WINCKLER, DEBBIE									
1175	PO-121000	11/04/2011	REIMB			1	01-0000-0-5210-110-0000-7200-004-000 NN F		10.51	10.51
							TOTAL PAYMENT AMOUNT		10.51 *	10.51
017585/00	WORKPLACE PRO									
1065	PO-120908	11/04/2011	147091/09BXGO			1	01-7240-0-5800-112-5001-3600-007-000 NN F		211.15	211.15
							TOTAL PAYMENT AMOUNT		211.15 *	211.15
							TOTAL FUND PAYMENT		103,836.16 **	103,836.16

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ACCOUNTS PAYABLE PRELIST
BATCH: 0029 11/4/11
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016141/00	ALEXANDER FELIX						
1250 PO-121056	11/04/2011	REFUND	1 13-5310-0-8634-000-0000-0000-000 NN F			15.25	15.25
TOTAL PAYMENT AMOUNT						15.25 *	15.25
020098/00	BIG TRAY						
990 PO-120834	11/04/2011	704140	1 13-5310-0-4400-108-0000-3700-007-000 NN P			1,021.04	1,021.04
990 PO-120834	11/04/2011	70409	1 13-5310-0-4400-108-0000-3700-007-000 NN P			30.82	30.82
TOTAL PAYMENT AMOUNT						1,051.86 *	1,051.86
017051/00	DAVIS, LAURA						
269 PO-120292	11/04/2011	REIMB AUG-OCT	1 13-5310-0-5210-108-0000-3700-007-000 NN P			40.51	40.51
TOTAL PAYMENT AMOUNT						40.51 *	40.51
013960/00	DITURI, SUSAN						
1251 PO-121057	11/04/2011	REFUND	1 13-5310-0-8634-000-0000-0000-000 NN F			30.25	30.25
TOTAL PAYMENT AMOUNT						30.25 *	30.25
021080/00	ED JONES FOOD SERVICE INC						
509 PO-120878	11/04/2011	142232	1 13-5310-0-4700-108-0000-3700-007-000 NN P			5,198.42	5,198.42
509 PO-120878	11/04/2011	142624	1 13-5310-0-4700-108-0000-3700-007-000 NN P			6,260.15	6,260.15
509 PO-120878	11/04/2011	142832	1 13-5310-0-4700-108-0000-3700-007-000 NN P			6,218.44	6,218.44
TOTAL PAYMENT AMOUNT						17,677.01 *	17,677.01
016304/00	FOLSOM LAKE FORD INC.						
1178 PO-121002	11/04/2011	FL2456	1 13-5310-0-6400-108-0000-8500-007-000 NN F			62,112.21	62,112.21
TOTAL PAYMENT AMOUNT						62,112.21 *	62,112.21
022464/00	KASEY, LAURA						
268 PO-120247	11/04/2011	JUNE11-SEPT11	1 13-5310-0-5210-108-0000-3700-007-000 NN P			109.92	109.92
1237 PO-121047	11/04/2011	REIMB	1 13-5310-0-4300-108-0000-3700-007-000 NN F			38.22	38.22
1237 PO-121047	11/04/2011	REIMB	2 13-5310-0-5200-108-0000-3700-007-000 NN F			31.01	31.01
TOTAL PAYMENT AMOUNT						179.15 *	179.15

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ACCOUNTS PAYABLE PRELIST
BATCH: 0029 11/4/11
FUND : 14 DEFERRED MAINTENANCE 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	
015699/00		CLARK SECURITY PRODUCTS							
1174	PO-120999	11/04/2011	SA06969301		1 14-0024-0-4300-106-9608-8110-007-000 NN F		500.00	383.51	
				TOTAL PAYMENT AMOUNT	383.51 *			383.51	
				TOTAL FUND	PAYMENT	383.51 **		383.51	

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Number of warrants to be printed: 58, not counting voids due to stub overflows.

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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0031

To batch: 0031

Include Revolving Cash: Y

Include Address: N

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ACCOUNTS PAYABLE PRELIST
BATCH: 0031 11/10/11
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		
010002/00	ALDAR ACADEMY															
1180	PO-121003	11/10/2011	OCT			1	01-6500-0-5800-102-5750-1180-003-000	NN P							2,634.56	2,634.56
					TOTAL PAYMENT AMOUNT											2,634.56
010669/00	ALHAMBRA & SIERRA SPRINGS															
115	PO-120076	11/10/2011		4781257 102711		1	01-7230-0-4300-112-0000-3600-007-000	NN P							47.81	47.81
248	PO-120230	11/10/2011		4780794 102711		1	01-0000-0-4300-103-0000-7200-003-000	NN P							34.83	34.83
618	PO-120533	11/10/2011		4781839 102711		1	01-0000-0-4300-475-3200-2700-015-000	NN P							34.83	34.83
					TOTAL PAYMENT AMOUNT											117.47
010564/00	APPLE COMPUTER															
1225	PO-121038	11/10/2011		9889301654		1	01-0000-0-4400-240-1110-1000-011-000	NN F							543.67	543.67
1226	PO-121039	11/10/2011		9889275848		1	01-0000-0-4300-240-1110-1000-011-000	NN F							42.02	42.02
					TOTAL PAYMENT AMOUNT											585.69
017493/00	APPLE EDUCATION															
1193	PO-121010	11/10/2011		9889271071		1	01-0000-0-4400-234-0000-2700-008-000	NN F							791.96	791.50
					TOTAL PAYMENT AMOUNT											791.50
011675/00	AT&T MESSAGING															
15	PO-120155	11/10/2011		6604372		1	01-0000-0-5902-106-0000-8110-007-000	NN P							720.00	720.00
					TOTAL PAYMENT AMOUNT											720.00
021604/00	ATLAS DISPOSAL INDUSTRIES															
13	PO-120153	11/10/2011		gv000020-001 411437		1	01-0000-0-5550-106-0000-8110-007-000	NN P							256.00	256.00
					TOTAL PAYMENT AMOUNT											256.00
015698/00	AZEVEDO, MANUEL															
1290	PO-121067	11/10/2011		MEDICAL REIMB		1	01-0000-0-3704-106-0000-8110-000-000	NN F							50.00	50.00
					TOTAL PAYMENT AMOUNT											50.00

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ACCOUNTS PAYABLE PRELIST
BATCH: 0031 11/10/11
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP		
016805/00	BATES, CHERYL						
514 PO-120453	11/10/2011	OCT D SILVA	1	01-6500-0-5800-102-5750-1180-003-000	NY P	731.44	731.44
TOTAL PAYMENT AMOUNT						731.44 *	731.44
019075/00	BRIGHT FUTURES THERAPY						
490 PO-120432	11/10/2011	2057 OCT	1	01-6500-0-5800-102-5750-1180-003-000	NN F	5,920.00	5,920.00
490 PO-120432	11/10/2011	2057 OCT	2	01-6500-0-5800-102-5750-1180-003-000	NN F	3,560.00	3,560.00
TOTAL PAYMENT AMOUNT						9,480.00 *	9,480.00
015482/00	CALIFORNIA ASSOC. FOR GIFTED						
1256 PO-121060	11/10/2011	3760	1	01-0036-0-5200-103-0000-2110-003-000	NN F	575.00	575.00
TOTAL PAYMENT AMOUNT						575.00 *	575.00
021678/00	CAPITOL ACADEMY						
670 PO-120585	11/10/2011	OCT	1	01-6500-0-5800-102-5750-1180-003-000	NN P	7,847.60	7,847.60
TOTAL PAYMENT AMOUNT						7,847.60 *	7,847.60
020305/00	CDW GOVERNMENT INC.						
913 PO-120922	11/10/2011	1497265	1	01-3010-0-4300-234-1110-1000-008-000	NN F	187.92	184.28
1231 PO-121044	11/10/2011	1537561	1	01-0000-0-4300-371-0000-2700-012-000	NN F	44.35	44.14
TOTAL PAYMENT AMOUNT						228.42 *	228.42
016036/00	CENTER FOR HEARING HEALTH INC						
1269 PO-121075	11/10/2011	9441	1	01-0000-0-5800-102-0000-3140-003-000	NN P	943.50	943.50
1269 PO-121075	11/10/2011	9403	1	01-0000-0-5800-102-0000-3140-003-000	NN P	1,980.50	1,980.50
1269 PO-121075	11/10/2011	9438	1	01-0000-0-5800-102-0000-3140-003-000	NN P	2,156.75	2,156.75
TOTAL PAYMENT AMOUNT						5,080.75 *	5,080.75
014449/00	CENTER HIGH SCHOOL STUDENT						
1254 PO-121059	11/10/2011	FBLA OCT 21-23	1	01-3550-0-5200-472-1110-1000-014-000	NN F	270.00	270.00
TOTAL PAYMENT AMOUNT						270.00 *	270.00

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ACCOUNTS PAYABLE PRELIST
BATCH: 0031 11/10/11
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				
010407/00	CENTER UNIFIED	REVOLVING FUND			0000000000					
1260	PO-121064	11/10/2011	4034	ASILOMIR		1 01-0000-0-5200-103-0000-2110-003-000 NN F			359.56	359.56
1293	PO-121085	11/10/2011	4037	SEPT BALANCE		1 01-6500-0-5800-102-5750-1180-003-000 NN F			458.64	458.64
				TOTAL PAYMENT AMOUNT			818.20 *			818.20
021477/00	CUMMINGS, CATHY									
1289	PO-121066	11/10/2011		MEDICAL REIMB		1 01-0000-0-3403-472-1110-1000-000-000 NN F			50.00	50.00
1264	PO-121070	11/10/2011		REIMB		1 01-3550-0-5200-472-1110-1000-014-000 NN F			220.67	220.67
				TOTAL PAYMENT AMOUNT			270.67 *			270.67
021610/00	EATON INTERPRETING SERVICES									
815	PO-120761	11/10/2011	114471			2 01-0000-0-5800-103-0000-7200-003-000 NN P			105.00	105.00
				TOTAL PAYMENT AMOUNT			105.00 *			105.00
020517/00	EDUCATIONAL DATA SYSTEMS									
971	PO-120817	11/10/2011	10119885			1 01-4203-0-4300-103-4760-1000-003-000 YN F			486.84	481.26
				TOTAL PAYMENT AMOUNT			481.26 *			481.26
				TOTAL USE TAX AMOUNT			37.30			
015512/00	EMPLOYMENT DEVELOPMENT DEPT.									
1268	PO-121074	11/10/2011	L1960941696/942-1902-9			1 01-0000-0-9557-000-0000-0000-000-000 NN F			25,241.49	25,241.49
				TOTAL PAYMENT AMOUNT			25,241.49 *			25,241.49
022347/00	GIVE SOMETHING BACK									
1208	PO-121024	11/10/2011	1882390-0			1 01-0000-0-4300-472-1284-1000-014-000 NN F			207.95	207.95
1217	PO-121030	11/10/2011	1882392-0			1 01-0000-0-4300-472-1110-1000-014-472 NN F			51.70	51.70
1218	PO-121031	11/10/2011	1882388-0			1 01-0000-0-4300-472-1275-1000-014-000 NN F			150.84	150.84
1222	PO-121035	11/10/2011	1882384-0			1 01-6500-0-4300-102-5770-1110-003-007 NN F			29.97	29.97
				TOTAL PAYMENT AMOUNT			440.46 *			440.46
011818/00	GOODELL PORTER SANCHEZ &									
205	PO-120144	11/10/2011	10/31/11	4126.0		1 01-0000-0-5800-105-0000-7200-005-000 NN P			3,800.00	3,800.00
				TOTAL PAYMENT AMOUNT			3,800.00 *			3,800.00

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ACCOUNTS PAYABLE PRELIST
BATCH: 0031 11/10/11
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			
017315/00	NAPA AUTO PARTS - GENUINE AUTO									
146	PO-120097	11/10/2011	836250			1	01-7230-0-4300-112-0000-3600-007-000 NN P		9.87	9.87
146	PO-120097	11/10/2011	836371			1	01-7230-0-4300-112-0000-3600-007-000 NN P		107.74	107.74
146	PO-120097	11/10/2011	836333			1	01-7230-0-4300-112-0000-3600-007-000 NN P		344.80	344.80
146	PO-120097	11/10/2011	836519			1	01-7230-0-4300-112-0000-3600-007-000 NN P		5.46	5.46
146	PO-120097	11/10/2011	836853			1	01-7230-0-4300-112-0000-3600-007-000 NN P		7.81	7.81
146	PO-120097	11/10/2011	836832			1	01-7230-0-4300-112-0000-3600-007-000 NN P		75.41	75.41
146	PO-120097	11/10/2011	837060			1	01-7230-0-4300-112-0000-3600-007-000 NN P		14.33	14.33
146	PO-120097	11/10/2011	837086			1	01-7230-0-4300-112-0000-3600-007-000 NN P		176.43	176.43
146	PO-120097	11/10/2011	837257			1	01-7230-0-4300-112-0000-3600-007-000 NN P		5.48	5.48
146	PO-120097	11/10/2011	837145			1	01-7230-0-4300-112-0000-3600-007-000 NN P		123.94	123.94
146	PO-120097	11/10/2011	837130			1	01-7230-0-4300-112-0000-3600-007-000 NN P		40.79	40.79
146	PO-120097	11/10/2011	837165			1	01-7230-0-4300-112-0000-3600-007-000 NN P		105.88	105.88
146	PO-120097	11/10/2011	837311			1	01-7230-0-4300-112-0000-3600-007-000 NN P		10.44	10.44
146	PO-120097	11/10/2011	837291			1	01-7230-0-4300-112-0000-3600-007-000 NN P		11.59	11.59
146	PO-120097	11/10/2011	837936			1	01-7230-0-4300-112-0000-3600-007-000 NN F		8,851.83	22.27
146	PO-120097	11/10/2011	835882			2	01-7240-0-4300-112-5001-3600-007-000 NN F		5,164.98	16.74
					TOTAL PAYMENT AMOUNT		1,078.98 *			1,078.98
018967/00	NEXTEL COMMUNICATIONS INC									
63	PO-120049	11/10/2011	766178812-047			1	01-0000-0-5902-115-0000-7700-007-000 NN P		40.30	40.30
					TOTAL PAYMENT AMOUNT		40.30 *			40.30
017576/00	OFFICE DEPOT/BUS.SERVICES DIV									
1182	PO-121004	11/10/2011	584362901001			1	01-0000-0-4300-240-0000-2700-011-000 NN F		10.97	10.97
1183	PO-121005	11/10/2011	584362648001			1	01-0000-0-4300-238-1110-1000-010-000 NN F		53.92	53.92
					TOTAL PAYMENT AMOUNT		64.89 *			64.89
018882/00	PACENT LEARNING SOLUTIONS									
1134	PO-120966	11/10/2011	11-145			1	01-3010-0-4300-234-1110-1000-008-000 NN F		683.24	683.24
					TOTAL PAYMENT AMOUNT		683.24 *			683.24
011345/00	PLACER LEARNING CENTER									
496	PO-120436	11/10/2011	OCT			1	01-6500-0-5800-102-5750-1180-003-000 NN P		8,871.20	8,871.20
					TOTAL PAYMENT AMOUNT		8,871.20 *			8,871.20

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0031 11/10/11
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			
014069/00	PLATT ELECTRIC SUPPLY									
70	PO-120168	11/10/2011	0436080			1	01-8150-0-4300-106-0000-8110-007-000 NN P		169.71	169.71
70	PO-120168	11/10/2011	0436755			1	01-8150-0-4300-106-0000-8110-007-000 NN P		82.97	82.97
70	PO-120168	11/10/2011	0427499			1	01-8150-0-4300-106-0000-8110-007-000 NN P		128.98	128.98
70	PO-120168	11/10/2011	0423390			1	01-8150-0-4300-106-0000-8110-007-000 NN P		224.12	224.12
70	PO-120168	11/10/2011	0481650			1	01-8150-0-4300-106-0000-8110-007-000 NN P		57.92	57.92
70	PO-120168	11/10/2011	0492175			1	01-8150-0-4300-106-0000-8110-007-000 NN F		93.11	57.65
1249	PO-121068	11/10/2011	0473361			1	01-8150-0-4300-106-0000-8110-007-000 NN P		204.04	204.04
1249	PO-121068	11/10/2011	0490858			1	01-8150-0-4300-106-0000-8110-007-000 NN P		60.34	60.34
							TOTAL PAYMENT AMOUNT		985.73 *	985.73
018535/00	POINT QUEST EDUCATION INC									
511	PO-120451	11/10/2011	OCT			1	01-6500-0-5800-102-5750-1180-003-000 NN P		9,037.74	9,037.74
							TOTAL PAYMENT AMOUNT		9,037.74 *	9,037.74
021194/00	PRUDENTIAL OVERALL SUPPLY INC									
272	PO-120250	11/10/2011	180116060			1	01-0000-0-5800-111-0000-8200-007-000 NN P		113.42	113.42
1185	PO-121007	11/10/2011	180116061			1	01-7230-0-5600-112-0000-3600-007-000 NN P		56.97	56.97
1185	PO-121007	11/10/2011	180115510			1	01-7230-0-5600-112-0000-3600-007-000 NN P		56.97	56.97
							TOTAL PAYMENT AMOUNT		227.36 *	227.36
010315/00	SACRAMENTO COUNTY OFFICE OF ED									
1272	PO-121076	11/10/2011	120459			1	01-0000-0-5800-115-0000-7700-007-000 NN F		1,000.00	1,000.00
							TOTAL PAYMENT AMOUNT		1,000.00 *	1,000.00
010373/00	SCHOOLS INSURANCE AUTHORITY									
1292	PO-121087	11/10/2011	PL-2012-005			1	01-0000-0-5400-100-0000-7200-005-000 NN F		136,008.50	136,008.50
							TOTAL PAYMENT AMOUNT		136,008.50 *	136,008.50
011500/00	SIA / DELTA DENTAL									
PV-121028	11/10/2011	SIA DELTA DENTAL					01-0000-0-9552-000-0000-0000-000-000 NN			42,355.58
							TOTAL PAYMENT AMOUNT		42,355.58 *	42,355.58

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0031 11/10/11
FUND : 01 GENERAL FUND

J1540 APY500 H.02.05 11/08/11 PAGE 8
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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			
020983/00	SIERRA PACIFIC TURF SUPPLY							
1259 PO-121063	11/10/2011	0362808-IN		1	01-0000-0-4300-472-1801-1000-014-000 NN F	137.86	148.54	
					TOTAL PAYMENT AMOUNT	148.54 *	148.54	
017253/00	TERKENSHA ASSOCIATES NORTH							
992 PO-120842	11/10/2011	INV11/2 SERVICE 9/15-9/28		1	01-6250-0-5800-601-0000-3110-017-000 NN P	245.00	245.00	
993 PO-120843	11/10/2011	9/29-10/27/11		1	01-6250-0-5800-601-0000-3110-017-238 NN P	630.00	630.00	
					TOTAL PAYMENT AMOUNT	875.00 *	875.00	
014690/00	TROVATEN, DEVON							
1267 PO-121073	11/10/2011	REIMB		1	01-6250-0-5200-601-0000-3110-017-000 NN F	48.96	48.96	
					TOTAL PAYMENT AMOUNT	48.96 *	48.96	
011190/00	UNIVERSAL SPECIALTIES							
101 PO-120067	11/10/2011	DOC 51766		1	01-8150-0-4300-106-0000-8110-007-000 NN P	72.43	72.43	
					TOTAL PAYMENT AMOUNT	72.43 *	72.43	
015191/00	WACHOB, CYNTHIA							
264 PO-120244	11/10/2011	REIMB		1	01-6500-0-5210-102-5060-2110-003-000 NN P	228.11	228.11	
					TOTAL PAYMENT AMOUNT	228.11 *	228.11	
019842/00	WFCB-OSH COMMERCIAL SERVICES							
65 PO-120166	11/10/2011	021102677711012011		1	01-8150-0-4300-106-0000-8110-007-000 NN P	32.50	32.50	
65 PO-120166	11/10/2011	021102633410282011		1	01-8150-0-4300-106-0000-8110-007-000 NN P	38.77	38.77	
					TOTAL PAYMENT AMOUNT	71.27 *	71.27	
022348/00	WILSON, SHERRY							
161 PO-120109	11/10/2011	REIMB		1	01-7230-0-5800-112-0000-3600-007-000 NN P	11.08	11.08	
					TOTAL PAYMENT AMOUNT	11.08 *	11.08	
					TOTAL FUND PAYMENT	276,956.47 **	276,956.47	
					TOTAL USE TAX AMOUNT	44.54		

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0031 11/10/11
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020098/00	BIG TRAY						
990 PO-120834	11/10/2011	704139	1 13-5310-0-4400-108-0000-3700-007-000 NN P			737.01	737.01
990 PO-120834	11/10/2011	704137	1 13-5310-0-4400-108-0000-3700-007-000 NN P			429.92	429.92
TOTAL PAYMENT AMOUNT						1,166.93 *	1,166.93
011602/00	DANIELSEN CO., THE						
276 PO-120254	11/10/2011	187022	2 13-5310-0-4300-108-0000-3700-007-000 NN P			634.71	634.71
276 PO-120254	11/10/2011	187756	2 13-5310-0-4300-108-0000-3700-007-000 NN P			61.73	61.73
276 PO-120254	11/10/2011	188115	2 13-5310-0-4300-108-0000-3700-007-000 NN P			8.00	8.00
276 PO-120254	11/10/2011	188490	2 13-5310-0-4300-108-0000-3700-007-000 NN P			642.70	642.70
276 PO-120254	11/10/2011	187022	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,220.01	1,220.01
276 PO-120254	11/10/2011	187756	1 13-5310-0-4700-108-0000-3700-007-000 NN P			3,127.08	3,127.08
276 PO-120254	11/10/2011	188115	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,605.56	1,605.56
276 PO-120254	11/10/2011	188490	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,873.12	1,873.12
TOTAL PAYMENT AMOUNT						9,172.91 *	9,172.91
011423/00	PLATH DISTRIBUTION INC						
279 PO-120257	11/10/2011	8502	1 13-5310-0-4700-108-0000-3700-007-000 NN P			12,621.26	12,621.26
TOTAL PAYMENT AMOUNT						12,621.26 *	12,621.26
019993/00	PROPACIFIC FRESH						
278 PO-120256	11/10/2011	WILSON RILES	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,597.00	1,597.00
278 PO-120256	11/10/2011	SPINELLI	1 13-5310-0-4700-108-0000-3700-007-000 NN P			727.54	727.54
278 PO-120256	11/10/2011	NORTH COUNTRY	1 13-5310-0-4700-108-0000-3700-007-000 NN P			797.55	797.55
278 PO-120256	11/10/2011	DUDLEY	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,142.81	1,142.81
278 PO-120256	11/10/2011	GLOBAL	1 13-5310-0-4700-108-0000-3700-007-000 NN P			179.51	179.51
278 PO-120256	11/10/2011	OAK HILL	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,197.99	1,197.99
278 PO-120256	11/10/2011	CENTER HIGH	1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,914.70	2,914.70
TOTAL PAYMENT AMOUNT						8,557.10 *	8,557.10
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
284 PO-120262	11/10/2011	180115509	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
284 PO-120262	11/10/2011	180116059	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
TOTAL PAYMENT AMOUNT						134.20 *	134.20

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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										
011422/00	SYS CO OF SAN FRANCISCO												
275 PO-120253	11/10/2011	110100451	2 13-5310-0-4300-108-0000-3700-007-000 NN P									490.36	490.36
275 PO-120253	11/10/2011	110100451	1 13-5310-0-4700-108-0000-3700-007-000 NN P									341.73	341.73
510 PO-120879	11/10/2011	110310506	2 13-5310-0-4300-108-0000-3700-007-000 NN P									1,555.97	1,555.97
510 PO-120879	11/10/2011	1437857/110170508	2 13-5310-0-4300-108-0000-3700-007-000 NN P									582.15	582.15
510 PO-120879	11/10/2011	1434794/110030536	2 13-5310-0-4300-108-0000-3700-007-000 NN P									712.75	712.75
510 PO-120879	11/10/2011	110240475/110260026/110270040	2 13-5310-0-4300-108-0000-3700-007-000 NN P									1,958.36	1,958.36
510 PO-120879	11/10/2011	110310506	1 13-5310-0-4700-108-0000-3700-007-000 NN P									4,641.86	4,641.86
510 PO-120879	11/10/2011	1437857/110170508	1 13-5310-0-4700-108-0000-3700-007-000 NN P									3,526.32	3,526.32
510 PO-120879	11/10/2011	1434794/110030536	1 13-5310-0-4700-108-0000-3700-007-000 NN P									2,119.83	2,119.83
510 PO-120879	11/10/2011	110240475/110260026/110270040	1 13-5310-0-4700-108-0000-3700-007-000 NN P									2,970.34	2,970.34
			TOTAL PAYMENT AMOUNT									18,899.67	18,899.67
			TOTAL FUND	PAYMENT								50,552.07 **	50,552.07

81 CENTER UNIFIED SCHOOL DIST.
11102011

ACCOUNTS PAYABLE PRELIST
BATCH: 0031 11/10/11
FUND : 21 BUILDING FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019842/00	WFCB-OSH COMMERCIAL SERVICES						
293 PO-120270	11/10/2011	021102678311012011	1 21-0000-0-4300-106-9629-8500-007-000 NN P			4.73	4.73
TOTAL PAYMENT AMOUNT						4.73 *	4.73
TOTAL FUND PAYMENT						4.73 **	4.73
TOTAL BATCH PAYMENT						327,513.27 ***	327,513.27
TOTAL USE TAX AMOUNT						44.54	
TOTAL DISTRICT PAYMENT						327,513.27 ****	327,513.27
TOTAL USE TAX AMOUNT						44.54	
TOTAL FOR ALL DISTRICTS:						327,513.27 ****	327,513.27
TOTAL USE TAX AMOUNT						44.54	

Number of warrants to be printed: 60, not counting voids due to stub overflows.

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ZERO

ACCOUNTS PAYABLE PRELIST

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H.02.05 11/08/11 PAGE 0

Batch status: A All

From batch: 0030

To batch: 0030

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
11/18/2011

ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0032

To batch: 0032

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0032 11/18/11
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			
014863/00	ACADEMY BUSINESS SERVICES/UHS									
	493 PO-120435	11/18/2011	OCT				1 01-6500-0-5800-102-5750-1180-003-000 NN P		3,918.39	3,918.39
	TOTAL PAYMENT AMOUNT						3,918.39 *			3,918.39
010002/00	ALDAR ACADEMY									
	1180 PO-121003	11/18/2011	OCT CANCELED	81263460			1 01-6500-0-5800-102-5750-1180-003-000 NN P		2,634.56	2,634.56
	TOTAL PAYMENT AMOUNT						2,634.56 *			2,634.56
010669/00	ALHAMBRA & SIERRA SPRINGS									
	10 PO-120151	11/18/2011		4782453 102711			1 01-8150-0-4300-106-0000-8110-007-000 NN P		86.78	86.78
	466 PO-120410	11/18/2011		4780818 110611			1 01-0000-0-4300-105-0000-7200-005-000 NN P		27.38	27.38
	TOTAL PAYMENT AMOUNT						114.16 *			114.16
015335/00	ALLEN, KATHERINE									
	1295 PO-121089	11/18/2011	REIMB				1 01-5630-0-5800-601-1220-1000-017-000 NN F		1,019.98	1,019.98
	TOTAL PAYMENT AMOUNT						1,019.98 *			1,019.98
011617/00	AMADOR STAGE LINES									
	1313 PO-121105	11/18/2011		33402			1 01-0000-0-5810-472-1110-4000-014-915 NN F		2,342.14	2,342.14
	TOTAL PAYMENT AMOUNT						2,342.14 *			2,342.14
010564/00	APPLE COMPUTER									
	1116 PO-120948	11/18/2011		9889786225			1 01-0000-0-4300-115-0000-7700-007-000 NN F		84.05	84.04
	1156 PO-120982	11/18/2011		9889690552			1 01-0000-0-4400-105-0000-7200-005-000 NN F		645.42	651.42
	TOTAL PAYMENT AMOUNT						735.46 *			735.46
017103/00	APPLE INC									
	1214 PO-121029	11/18/2011		9889370525			1 01-0000-0-4400-472-1110-1000-014-472 NN F		1,631.02	1,631.01
	TOTAL PAYMENT AMOUNT						1,631.01 *			1,631.01

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
BATCH: 0032 11/18/11
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019504/00	B & H PHOTO-VIDEO						
1106 PO-120942	11/18/2011	INV 54328938	1 01-7220-0-4300-472-1110-1000-014-000 YN F		126.39	117.30	
1227 PO-121040	11/18/2011	54397354	1 01-0000-0-4300-240-1110-1000-011-000 NN F		176.24	163.56	
1266 PO-121072	11/18/2011	BID 359370990	1 01-7220-0-4300-472-1110-1000-014-000 YN F		346.14	321.24	
		TOTAL PAYMENT AMOUNT		602.10 *		602.10	
		TOTAL USE TAX AMOUNT		33.99			
017760/00	BACKFLOW TECHNOLOGIES LLC						
18 PO-120012	11/18/2011	11-3947	1 01-0000-0-5800-106-0000-8110-007-000 NN P		509.15	509.15	
		TOTAL PAYMENT AMOUNT		509.15 *		509.15	
016540/00	BLOCK AND COMPANY INC						
1258 PO-121062	11/18/2011	I3719134	2 01-0000-0-4300-105-0000-7200-005-000 NN F		58.90	58.90	
		TOTAL PAYMENT AMOUNT		58.90 *		58.90	
010340/00	CALIFORNIA STATE DEPARTMENT OF						
481 PO-120425	11/18/2011	876935	2 01-0000-0-5800-110-0000-7200-004-000 NN F		24.00	24.00	
481 PO-120425	11/18/2011	876935	1 01-0000-0-5800-110-0000-7200-004-000 NN F		232.00	232.00	
		TOTAL PAYMENT AMOUNT		256.00 *		256.00	
013942/00	CALLOWAY HOUSE						
1219 PO-121032	11/18/2011	2790517	1 01-6500-0-4300-102-5770-1110-003-002 NN F		157.19	145.88	
		TOTAL PAYMENT AMOUNT		145.88 *		145.88	
010575/00	CAPITOL CLUTCH & BRAKE INC.						
1310 PO-121102	11/18/2011	1162503	1 01-7230-0-4300-112-0000-3600-007-000 NN P		65.00	65.00	
1310 PO-121102	11/18/2011	1162978	1 01-7230-0-4300-112-0000-3600-007-000 NN P		50.59	50.59	
		TOTAL PAYMENT AMOUNT		115.59 *		115.59	
017639/00	CDT INC.						
479 PO-120423	11/18/2011	23899	1 01-0000-0-5800-110-0000-7200-004-000 NN P		54.00	54.00	
		TOTAL PAYMENT AMOUNT		54.00 *		54.00	

81 CENTER UNIFIED SCHOOL DIST.
11/18/2011

ACCOUNTS PAYABLE PRELIST
BATCH: 0032 11/18/11
FUND : 01 GENERAL FUND

J1814 APY500 H.02.05 11/16/11 PAGE 3
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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				
020305/00	CDW GOVERNMENT INC.									
	1196 PO-121011	11/18/2011	1422149			1 01-6500-0-5800-102-5001-2700-003-000 NN F			287.26	266.60
	1205 PO-121021	11/18/2011	1732445			1 01-0000-0-4300-472-1110-1000-014-472 NN F			37.13	37.12
						TOTAL PAYMENT AMOUNT	303.72 *			303.72
015699/00	CLARK SECURITY PRODUCTS									
	29 PO-120159	11/18/2011	SA06910001			1 01-8150-0-4300-106-0000-8110-007-000 NN P			222.39	222.39
	29 PO-120159	11/18/2011	SA07206101			1 01-8150-0-4300-106-0000-8110-007-000 NN P			13.50	13.50
						TOTAL PAYMENT AMOUNT	235.89 *			235.89
016483/00	DEVELOPMENTAL STUDIES CENTER									
	1129 PO-120962	11/18/2011	ORDER 69059			1 01-3010-0-4300-234-1110-1000-008-000 NN F			64.65	70.65
						TOTAL PAYMENT AMOUNT	70.65 *			70.65
018507/00	DILES, JACQUELYN									
	1327 PO-121116	11/18/2011	JUNE-OCT MILEAGE			1 01-0000-0-5210-105-0000-7200-005-000 NN P			35.76	35.76
						TOTAL PAYMENT AMOUNT	35.76 *			35.76
011613/00	DITTO PRINT & COPY									
	1262 PO-121069	11/18/2011	4540			1 01-0000-0-5800-475-3200-2700-015-000 NN F			26.31	26.31
						TOTAL PAYMENT AMOUNT	26.31 *			26.31
020595/00	DOMALAKES, CAROL									
	1337 PO-121115	11/18/2011	REIMB			1 01-0000-0-5210-105-0000-7200-005-000 NN F			57.60	57.60
						TOTAL PAYMENT AMOUNT	57.60 *			57.60
014521/00	DUNCAN, TINA									
	1284 PO-121086	11/18/2011	REIMB			1 01-6250-0-5200-601-0000-3110-017-000 NN F			46.00	46.00
						TOTAL PAYMENT AMOUNT	46.00 *			46.00

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11/18/2011

ACCOUNTS PAYABLE PRELIST
BATCH: 0032 11/18/11
FUND : 01 GENERAL FUND

J1814 APY500 H.02.05 11/16/11 PAGE 4
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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				
018277/00	EASTER SEAL SOCIETY OF CA. INC						
491 PO-120433	11/18/2011	SEPT	1 01-6500-0-5800-102-5750-1180-003-000 NN P			945.00	945.00
491 PO-120433	11/18/2011	OCT	1 01-6500-0-5800-102-5750-1180-003-000 NN P			850.50	850.50
			TOTAL PAYMENT AMOUNT	1,795.50 *			1,795.50
021624/00	FORKLIFT SALES OF SACRAMENTO						
1336 PO-121121	11/18/2011	02P6398150	1 01-8150-0-4300-106-0000-8110-007-000 NN F			172.40	172.40
			TOTAL PAYMENT AMOUNT	172.40 *			172.40
022347/00	GIVE SOMETHING BACK						
649 PO-120556	11/18/2011	1855283-0	1 01-0000-0-4300-475-3200-1000-015-000 NN P			27.74	27.74
649 PO-120556	11/18/2011	C1855090-0/1855090-0	1 01-0000-0-4300-475-3200-1000-015-000 NN F			178.18	178.18
653 PO-120560	11/18/2011	1855084-0	1 01-6500-0-4300-102-5770-1120-003-022 NN F			11.18	11.18
			TOTAL PAYMENT AMOUNT	217.10 *			217.10
010191/00	GRAINGER W.W. INC.						
42 PO-120031	11/18/2011	9674280483	1 01-8150-0-4300-106-0000-8110-007-000 NN P			43.02	43.02
			TOTAL PAYMENT AMOUNT	43.02 *			43.02
013988/00	HAJOCA CORPORATION						
24 PO-120018	11/18/2011	S006468076.001	1 01-8150-0-4300-106-0000-8110-007-000 NN P			24.33	24.33
			TOTAL PAYMENT AMOUNT	24.33 *			24.33
015223/00	HENRY, JESSICA						
1335 PO-121123	11/18/2011	REIMB	1 01-6250-0-5200-601-0000-3110-017-000 NN F			32.63	32.63
			TOTAL PAYMENT AMOUNT	32.63 *			32.63
019047/00	HM RECEIVABLES CO LLC						
1154 PO-121017	11/18/2011	947860573	1 01-6300-0-4300-234-1110-1000-008-000 NN F			6,574.00	6,574.00
1211 PO-121027	11/18/2011	947860574	1 01-0054-0-4300-234-1110-1000-008-000 NN F			2,953.21	2,953.21
			TOTAL PAYMENT AMOUNT	9,527.21 *			9,527.21

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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				
019127/00	HM RECEIVABLES CO.LLC						
1247 PO-121053	11/18/2011	947857038	1 01-6300-0-4300-236-1110-1000-009-000 NN F			12,654.91	10,123.93
TOTAL PAYMENT AMOUNT						10,123.93 *	10,123.93
017002/00	HOME DEPOT CREDIT SERVICES						
52 PO-120163	11/18/2011	6669 0191841	1 01-8150-0-4300-106-0000-8110-007-000 NN P			132.76	132.76
52 PO-120163	11/18/2011	6669 66007	1 01-8150-0-4300-106-0000-8110-007-000 NN P			94.77	94.77
TOTAL PAYMENT AMOUNT						227.53 *	227.53
021775/00	HOME DEPOT SUPPLY						
643 PO-120547	11/18/2011	9111656418	1 01-8150-0-4300-106-0000-8110-007-000 NN P			194.78	194.78
TOTAL PAYMENT AMOUNT						194.78 *	194.78
019433/00	HONEYWELL INTERNATIONAL ADI						
8 PO-120010	11/18/2011	GJMJ1401	1 01-8150-0-4300-106-0000-8110-007-000 NN F			346.05	346.05
8 PO-120010	11/18/2011	GJMJ 1401	2 01-8150-0-4300-106-0000-8110-007-000 NN F			76.24	76.24
TOTAL PAYMENT AMOUNT						422.29 *	422.29
010212/00	LAKESHORE LEARNING MATERIALS						
847 PO-120919	11/18/2011	2575511011	1 01-3010-0-4300-234-1110-1000-008-000 NN F			865.05	865.05
TOTAL PAYMENT AMOUNT						865.05 *	865.05
022406/00	MAXIM HEALTHCARE SERVICES INC						
741 PO-120687	11/18/2011	9209261-Z62	1 01-0000-0-5800-102-0000-3140-003-000 NN F			223.90	223.90
741 PO-120687	11/18/2011	9209261-Z62	2 01-0000-0-5800-102-0000-3140-003-000 NN F			1,876.10	1,876.10
TOTAL PAYMENT AMOUNT						2,100.00 *	2,100.00
017354/00	MORALES, SANDY						
1294 PO-121088	11/18/2011	REIMB	1 01-5630-0-5800-601-1220-1000-017-000 NN F			349.10	349.10
TOTAL PAYMENT AMOUNT						349.10 *	349.10

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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				
018967/00	NEXTEL COMMUNICATIONS INC						
108 PO-120186	11/18/2011	11/5/11	1 01-0000-0-5903-106-0000-8110-007-000 NN P			580.00	580.00
251 PO-120233	11/18/2011	11/5/11	1 01-0000-0-5903-103-0000-2110-003-000 NN F			94.48	94.48
251 PO-120233	11/18/2011	11/5/11	2 01-0000-0-5903-103-0000-2110-003-000 NN F			170.41	170.41
393 PO-120351	11/18/2011	11/5/11	1 01-0000-0-5903-472-0000-2700-014-000 NN P			243.08	243.08
561 PO-120486	11/18/2011	11/5/11	1 01-0000-0-5903-101-0000-7150-002-000 NN P			98.75	98.75
526 PO-120584	11/18/2011	11/5/11	1 01-0000-0-5903-236-0000-2700-009-000 NN P			24.06	24.06
975 PO-120820	11/18/2011	11/5/11	1 01-7230-0-5903-112-0000-3600-007-000 NN P			55.49	55.49
994 PO-120835	11/18/2011	11/05/11	1 01-0000-0-4300-475-3200-2700-015-000 NN P			12.03	12.03
			TOTAL PAYMENT AMOUNT	1,278.30 *			1,278.30
022163/00	ODYSSEY						
667 PO-120573	11/18/2011	8002456	1 01-6500-0-5800-102-5750-1180-003-000 NN P			4,086.49	4,086.49
			TOTAL PAYMENT AMOUNT	4,086.49 *			4,086.49
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1006 PO-120853	11/18/2011	580950777001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			48.42	48.42
1007 PO-120854	11/18/2011	580951001001	1 01-0000-0-4300-371-0000-2700-012-000 NN F			28.60	28.60
1176 PO-121001	11/18/2011	584363428001	1 01-0000-0-4300-234-1110-1000-008-000 NN P			455.78	455.78
1176 PO-121001	11/18/2011	584363426001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			107.21	107.21
			TOTAL PAYMENT AMOUNT	640.01 *			640.01
011822/00	OLARIU, STEFAN						
1297 PO-121090	11/18/2011	REIMB	1 01-7230-0-5800-112-0000-3600-007-000 NN F			7.38	7.38
1329 PO-121117	11/18/2011	REIMB	1 01-7230-0-5800-112-0000-3600-007-000 NN F			7.53	7.53
			TOTAL PAYMENT AMOUNT	14.91 *			14.91
014069/00	PLATT ELECTRIC SUPPLY						
1249 PO-121068	11/18/2011	535618	1 01-8150-0-4300-106-0000-8110-007-000 NN P			57.92	57.92
			TOTAL PAYMENT AMOUNT	57.92 *			57.92
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
1185 PO-121007	11/18/2011	180116579	1 01-7230-0-5600-112-0000-3600-007-000 NN P			56.97	56.97
			TOTAL PAYMENT AMOUNT	56.97 *			56.97

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Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
018509/00		QUINTESSENTIAL SCHOOL SYSTEMS						
1172 PO-120996	11/18/2011	0304228-in		1	01-0000-0-5800-105-0000-7200-005-000 NN P		1,843.55	1,843.55
					TOTAL PAYMENT AMOUNT		1,843.55 *	1,843.55
016900/00		REALLY GOOD STUFF						
848 PO-120920	11/18/2011	3734547		1	01-3010-0-4300-234-1110-1000-008-000 NN P		96.86	96.86
848 PO-120920	11/18/2011	3736169		1	01-3010-0-4300-234-1110-1000-008-000 NN F		11.70	16.99
					TOTAL PAYMENT AMOUNT		113.85 *	113.85
017593/00		ROSENAU W. MOTORS						
76 PO-120172	11/18/2011	7404		1	01-8150-0-5600-106-0000-8110-007-000 NN P		68.18	68.18
					TOTAL PAYMENT AMOUNT		68.18 *	68.18
010552/00		SAC VAL JANITORIAL						
239 PO-120221	11/18/2011	1961861		2	01-0000-0-4300-111-0000-8200-007-000 NN P		29.42	29.42
239 PO-120221	11/18/2011	1961385		2	01-0000-0-4300-111-0000-8200-007-000 NN P		102.14	102.14
974 PO-120819	11/18/2011	1959469		1	01-0000-0-9320-000-0000-0000-000-000 NN P		221.39	221.39
974 PO-120819	11/18/2011	1961355/1959513		1	01-0000-0-9320-000-0000-0000-000-000 NN P		1,329.76	1,329.76
					TOTAL PAYMENT AMOUNT		1,682.71 *	1,682.71
016821/00		SACRAMENTO COUNTY						
1305 PO-121097	11/18/2011	203-0060-008-0000 11221341		1	01-0000-0-5800-106-0000-8200-007-000 NN P		171.44	171.44
1305 PO-121097	11/18/2011	203-0060-012-0000 11221342		1	01-0000-0-5800-106-0000-8200-007-000 NN P		107.96	107.96
1305 PO-121097	11/18/2011	203-0060-020-0000 11221343		1	01-0000-0-5800-106-0000-8200-007-000 NN P		58.08	58.08
1305 PO-121097	11/18/2011	203-0060-049-0000 11221344		1	01-0000-0-5800-106-0000-8200-007-000 NN P		43.38	43.38
1305 PO-121097	11/18/2011	203-0060-062-0000 11221345		1	01-0000-0-5800-106-0000-8200-007-000 NN P		42.98	42.98
1305 PO-121097	11/18/2011	203-0060-123-0000 11221346		1	01-0000-0-5800-106-0000-8200-007-000 NN P		268.42	268.42
1305 PO-121097	11/18/2011	203-0070-086-0000 11221347		1	01-0000-0-5800-106-0000-8200-007-000 NN P		307.98	307.98
1305 PO-121097	11/18/2011	203-0100-033-0000 11221348		1	01-0000-0-5800-106-0000-8200-007-000 NN P		285.70	285.70
1305 PO-121097	11/18/2011	203-0580-002-0000 11221349		1	01-0000-0-5800-106-0000-8200-007-000 NN P		195.76	195.76
1305 PO-121097	11/18/2011	203-0580-003-0000 11221350		1	01-0000-0-5800-106-0000-8200-007-000 NN P		174.36	174.36
1305 PO-121097	11/18/2011	203-1100-065-0000 11221351		1	01-0000-0-5800-106-0000-8200-007-000 NN P		196.14	196.14
1305 PO-121097	11/18/2011	203-1100-066-0000 11221352		1	01-0000-0-5800-106-0000-8200-007-000 NN P		281.02	281.02
1305 PO-121097	11/18/2011	203-1350-061-0000 11221353		1	01-0000-0-5800-106-0000-8200-007-000 NN P		42.98	42.98
1305 PO-121097	11/18/2011	203-1490-082-0000 11221354		1	01-0000-0-5800-106-0000-8200-007-000 NN F		50.54	50.54
					TOTAL PAYMENT AMOUNT		2,226.74 *	2,226.74

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018912/00		SAFETY-KLEEN CORPORATION					
1321 PO-121111	11/18/2011	56095813	1 01-7230-0-5800-112-0000-3600-007-000 NN P			516.78	516.78
1321 PO-121111	11/18/2011	55396788	1 01-7230-0-5800-112-0000-3600-007-000 NN P			574.63	574.63
TOTAL PAYMENT AMOUNT						1,091.41 *	1,091.41
013973/00		SAMBA HOLDINGS INC					
154 PO-120102	11/18/2011	155956-IN	1 01-7230-0-4300-112-0000-3600-007-000 NN P			39.95	39.95
TOTAL PAYMENT AMOUNT						39.95 *	39.95
014786/00		SCHOOL SPECIALTY					
1229 PO-121042	11/18/2011	208107318084	1 01-0000-0-4300-240-1110-1000-011-000 NN F			36.54	21.55
TOTAL PAYMENT AMOUNT						21.55 *	21.55
018930/00		SCHOOL SPECIALTY INC					
1131 PO-120964	11/18/2011	208107307899	1 01-0000-0-4300-240-1110-1000-011-000 NN F			65.24	60.17
TOTAL PAYMENT AMOUNT						60.17 *	60.17
010373/00		SCHOOLS INSURANCE AUTHORITY					
1326 PO-121113	11/18/2011	WC2012-05	1 01-0000-0-9558-000-0000-0000-000-000 NN F			235,456.00	235,456.00
TOTAL PAYMENT AMOUNT						235,456.00 *	235,456.00
016043/00		SHELTONS UNLIMITED MECHANICAL					
82 PO-120059	11/18/2011	11-10745	1 01-8150-0-4300-106-0000-8110-007-000 NY P			2,656.24	2,656.24
TOTAL PAYMENT AMOUNT						2,656.24 *	2,656.24
020983/00		SIERRA PACIFIC TURF SUPPLY					
84 PO-120175	11/18/2011	363547-IN	1 01-0000-0-4300-106-0000-8110-007-000 NN P			237.05	237.05
TOTAL PAYMENT AMOUNT						237.05 *	237.05

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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				
019222/00	SIERRA PEDIATRIC THERAPY						
666 PO-120572	11/18/2011	CABA0000001	1 01-6500-0-5800-102-5750-1180-003-000 NY P			750.00	750.00
			TOTAL PAYMENT AMOUNT	750.00 *			750.00
020075/00	TATYANA SILCHUK						
790 PO-120675	11/18/2011	OCT	1 01-6500-0-5800-102-5770-3600-003-000 NN P			280.66	280.66
			TOTAL PAYMENT AMOUNT	280.66 *			280.66
010394/00	THE SMITH COMPANY INC						
1298 PO-121091	11/18/2011	INV 1976/24149	1 01-8150-0-5600-106-0000-8110-007-000 NN F			135.00	135.00
			TOTAL PAYMENT AMOUNT	135.00 *			135.00
010127/00	UNITED PARCEL SERVICE						
1330 PO-121114	11/18/2011	120YW0131892024581	1 01-8150-0-5901-106-0000-8110-007-000 NN P			36.43	36.43
1330 PO-121114	11/18/2011	120YW0133598733147	1 01-8150-0-5901-106-0000-8110-007-000 NN F			21.12	21.12
			TOTAL PAYMENT AMOUNT	57.55 *			57.55
022179/00	US HEALTHWORKS						
480 PO-120424	11/18/2011	1975105-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P			160.00	160.00
			TOTAL PAYMENT AMOUNT	160.00 *			160.00
019902/00	WARDS NATURAL SCIENCE						
173 PO-120118	11/18/2011	1252-904-00	1 01-0000-0-4300-472-1110-1000-014-472 NN P			236.25	236.25
173 PO-120118	11/18/2011	1252-904-01	1 01-0000-0-4300-472-1110-1000-014-472 NN P			16.93	16.93
173 PO-120118	11/18/2011	1252-904-02	1 01-0000-0-4300-472-1110-1000-014-472 NN P			24.20	24.20
173 PO-120118	11/18/2011	1252-904-04	1 01-0000-0-4300-472-1110-1000-014-472 NN P			53.18	53.18
173 PO-120118	11/18/2011	1252-904-05	1 01-0000-0-4300-472-1110-1000-014-472 NN F			119.15	119.15
			TOTAL PAYMENT AMOUNT	449.71 *			449.71
018567/00	WESTERN STATES GLASS						
106 PO-120072	11/18/2011	225699	1 01-8150-0-4300-106-0000-8110-007-000 NN P			60.73	60.73
			TOTAL PAYMENT AMOUNT	60.73 *			60.73

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019842/00	WFCB-OSH COMMERCIAL SERVICES						
65 PO-120166	11/18/2011	021103616811072011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			29.71	29.71
65 PO-120166	11/18/2011	021102716711052011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			14.29	14.29
65 PO-120166	11/18/2011	021102561010212011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			30.13	30.13
TOTAL PAYMENT AMOUNT						74.13 *	74.13
021356/00	WHY TRY LLC						
1306 PO-121098	11/18/2011	12852	2 01-0000-0-4200-472-1110-1000-014-472 NN F			314.00	314.00
1306 PO-121098	11/18/2011	12852	1 01-0000-0-5200-472-1110-1000-014-472 NN F			300.00	300.00
1307 PO-121099	11/18/2011	12853	2 01-0000-0-4200-472-1110-1000-014-472 NN F			314.00	314.00
1307 PO-121099	11/18/2011	12853	1 01-0000-0-5200-472-1110-1000-014-472 NN F			300.00	300.00
TOTAL PAYMENT AMOUNT						1,228.00 *	1,228.00
022348/00	WILSON, SHERRY						
161 PO-120109	11/18/2011	REIMB 000-55	1 01-7230-0-5800-112-0000-3600-007-000 NN F			18.99	18.99
161 PO-120109	11/18/2011	REIMB 000-55	3 01-7230-0-5800-112-0000-3600-007-000 NN F			1.13	1.13
TOTAL PAYMENT AMOUNT						20.12 *	20.12
014812/00	WINDFALL BOOKS						
1043 PO-120923	11/18/2011	ARU0104873	1 01-0054-0-4200-240-1110-1000-011-000 NN F			284.46	284.46
TOTAL PAYMENT AMOUNT						284.46 *	284.46
TOTAL FUND PAYMENT						296,140.48 **	296,140.48
TOTAL USE TAX AMOUNT						33.99	

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Vendor/Addr Reg Reference Date Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
014067/00 ACCREDITING COMMISSION FOR		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
1296 PO-121093 11/18/2011 4004040		1 09-0700-0-5800-503-0000-2700-018-000 NN F	950.00 *		950.00	950.00
TOTAL PAYMENT AMOUNT						950.00
010669/00 ALHAMBRA & SIERRA SPRINGS		1 09-1100-0-4300-501-1110-1000-016-000 NN P	41.33 *		41.33	41.33
999 PO-120847 11/18/2011 4779099 102611		TOTAL PAYMENT AMOUNT			41.33	41.33
016157/00 LAM, SARAH		1 09-0700-0-4300-503-1110-1000-018-000 NN F	108.77 *		108.77	108.77
1300 PO-121094 11/18/2011 REIMB		TOTAL PAYMENT AMOUNT			108.77	108.77
TOTAL FUND PAYMENT					1,100.10 **	1,100.10

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010669/00		ALHAMBRA & SIERRA SPRINGS					
467 PO-120445	11/18/2011	7069912 110311	1 11-0030-0-4300-601-4130-1000-017-000 NN P			22.97	22.97
			TOTAL PAYMENT AMOUNT	22.97 *			22.97
			TOTAL FUND PAYMENT	22.97 **			22.97

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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			
020098/00	BIG TRAY									
990	PO-120834	11/18/2011	702849			1	13-5310-0-4400-108-0000-3700-007-000 NN P		567.69	567.69
990	PO-120834	11/18/2011	704868			1	13-5310-0-4400-108-0000-3700-007-000 NN P		30.82	30.82
990	PO-120834	11/18/2011	705088			1	13-5310-0-4400-108-0000-3700-007-000 NN P		213.04	213.04
TOTAL PAYMENT AMOUNT							811.55 *			811.55
016540/00	BLOCK AND COMPANY INC									
1258	PO-121062	11/18/2011	I3719134			1	13-5310-0-4300-108-0000-3700-007-000 NN F		176.73	176.72
TOTAL PAYMENT AMOUNT							176.72 *			176.72
022364/00	HEARTLAND PAYMENT SYSTEMS									
281	PO-120259	11/18/2011	MSB 0000000517			1	13-5310-0-5300-108-0000-3700-007-000 NN P		255.15	255.15
TOTAL PAYMENT AMOUNT							255.15 *			255.15
018967/00	NEXTEL COMMUNICATIONS INC									
282	PO-120260	11/18/2011	11/5/11			1	13-5310-0-5903-108-0000-3700-007-000 NN P		12.03	12.03
TOTAL PAYMENT AMOUNT							12.03 *			12.03
011255/00	SARA LEE BAKERY GROUP									
280	PO-120258	11/18/2011	OAK HILL			1	13-5310-0-4700-108-0000-3700-007-000 NN P		235.28	235.28
280	PO-120258	11/18/2011	GLOBAL YOUTH			1	13-5310-0-4700-108-0000-3700-007-000 NN P		53.40	53.40
280	PO-120258	11/18/2011	DUDLEY			1	13-5310-0-4700-108-0000-3700-007-000 NN P		220.00	220.00
280	PO-120258	11/18/2011	CHS			1	13-5310-0-4700-108-0000-3700-007-000 NN P		579.15	579.15
280	PO-120258	11/18/2011	NO CO			1	13-5310-0-4700-108-0000-3700-007-000 NN P		221.09	221.09
280	PO-120258	11/18/2011	SPINELLI			1	13-5310-0-4700-108-0000-3700-007-000 NN P		169.16	169.16
280	PO-120258	11/18/2011	WCR			1	13-5310-0-4700-108-0000-3700-007-000 NN P		277.30	277.30
TOTAL PAYMENT AMOUNT							1,755.38 *			1,755.38
TOTAL FUND					PAYMENT		3,010.83 **			3,010.83

81 CENTER UNIFIED SCHOOL DIST.
11/18/2011

ACCOUNTS PAYABLE PRELIST
BATCH: 0032 11/18/11
FUND : 14 DEFERRED MAINTENANCE FUND

J1814 APY500 H.02.05 11/16/11 PAGE 14
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015699/00		CLARK SECURITY PRODUCTS					
1279 PO-121079	11/18/2011	SAO7206001	1 14-0024-0-4300-106-9608-8110-007-000 NN F			215.50	191.37
1280 PO-121080	11/18/2011	SAO7205901	1 14-0024-0-4300-106-9608-8110-007-000 NN F			431.00	382.73
TOTAL PAYMENT AMOUNT						574.10 *	574.10
017002/00		HOME DEPOT CREDIT SERVICES					
1161 PO-120984	11/18/2011	6669 0191858	1 14-0024-0-5600-106-9605-8110-007-000 NN P			98.49	98.49
TOTAL PAYMENT AMOUNT						98.49 *	98.49
TOTAL FUND PAYMENT						672.59 **	672.59

81 CENTER UNIFIED SCHOOL DIST.
11/18/2011

ACCOUNTS PAYABLE PRELIST
BATCH: 0032 11/18/11
FUND : 21 BUILDING FUND

J1814 APY500 H.02.05 11/16/11 PAGE 15
<< 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				
014507/00		HORIZON IRRIGATION					
1287 PO-121084	11/18/2011	ZA024006	1 21-0000-0-4300-106-9629-8500-007-000 NN F			69.71	69.71
		TOTAL PAYMENT AMOUNT	69.71 *				69.71
		TOTAL FUND PAYMENT	69.71 **				69.71
		TOTAL BATCH PAYMENT	301,016.68 ***		0.00		301,016.68
		TOTAL USE TAX AMOUNT	33.99				
		TOTAL DISTRICT PAYMENT	301,016.68 ****		0.00		301,016.68
		TOTAL USE TAX AMOUNT	33.99				
		TOTAL FOR ALL DISTRICTS:	301,016.68 ****		0.00		301,016.68
		TOTAL USE TAX AMOUNT	33.99				

Number of warrants to be printed: 76, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.
11/23/11

ACCOUNTS PAYABLE PRELIST

J1977 APY500 H.02.05 11/21/11 PAGE 0

Batch status: A All

From batch: 0034

To batch: 0034

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
11/23/11

ACCOUNTS PAYABLE PRELIST
BATCH: 0034 11/23/11
FUND : 01 GENERAL FUND

J1977 APY500 H.02.05 11/21/11 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017505/00	BEARPORT PUBLISHING						
1137 PO-120968	11/23/2011	127528/CREDIT 2626	2 01-3010-0-4200-371-1110-1000-012-000 NN F			1,102.89	1,096.43
1137 PO-120968	11/23/2011	127528/CREDIT 2626	1 01-3010-0-4300-371-1110-1000-012-000 NN F			129.30	129.30
		TOTAL PAYMENT AMOUNT	1,225.73 *				1,225.73
015718/00	CUSTOM BENEFIT ADMINISTRATORS						
PV-121029	11/23/2011	november	01-0000-0-9552-000-0000-0000-000-000 NN				2,613.10
		TOTAL PAYMENT AMOUNT	2,613.10 *				2,613.10
010355/00	KAISER						
PV-121030	11/23/2011	DECEMBER	01-0000-0-9552-000-0000-0000-000-000 NN				141,793.64
		TOTAL PAYMENT AMOUNT	141,793.64 *				141,793.64
010445/00	LINGUI SYSTEMS INC.						
1223 PO-121036	11/23/2011	2648188	1 01-6500-0-4300-102-5770-1191-003-043 NN F			180.04	151.90
		TOTAL PAYMENT AMOUNT	151.90 *				151.90
021157/00	PHYSICAL THERAPY CLINICS INC						
206 PO-120145	11/23/2011	31104	1 01-0000-0-5800-100-1110-1000-005-955 NN P			2,300.00	2,300.00
		TOTAL PAYMENT AMOUNT	2,300.00 *				2,300.00
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
272 PO-120250	11/23/2011	180117084	1 01-0000-0-5800-111-0000-8200-007-000 NN P			113.42	113.42
		TOTAL PAYMENT AMOUNT	113.42 *				113.42
010552/00	SAC VAL JANITORIAL						
974 PO-120819	11/23/2011	1962725	1 01-0000-0-9320-000-0000-0000-000-000 NN P			733.95	733.95
		TOTAL PAYMENT AMOUNT	733.95 *				733.95

81 CENTER UNIFIED SCHOOL DIST.
11/23/11

ACCOUNTS PAYABLE PRELIST
BATCH: 0034 11/23/11
FUND : 01 GENERAL FUND

J1977 APY500 H.02.05 11/21/11 PAGE 2
<< Open >>

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

018370/00	STANLEY CONVERGENT SECURITY						
90 PO-120061	11/23/2011	8752896	1 01-0000-0-5800-106-0000-8110-007-000 NN P			143.61	143.61
90 PO-120061	11/23/2011	8715809	1 01-0000-0-5800-106-0000-8110-007-000 NN P			76.29	76.29
TOTAL PAYMENT AMOUNT						219.90 *	219.90
022221/00	WESTERN HEALTH ADVANTAGE						
PV-121031	11/23/2011	DECEMBER	01-0000-0-9552-000-0000-0000-000-000 NN			83,315.40	83,315.40
TOTAL PAYMENT AMOUNT						83,315.40 *	83,315.40
TOTAL FUND PAYMENT						232,467.04 **	232,467.04

81 CENTER UNIFIED SCHOOL DIST.
11/23/11

ACCOUNTS PAYABLE PRELIST
BATCH: 0034 11/23/11
FUND : 13 CAFETERIA FUND

J1977 APY500 H.02.05 11/21/11 PAGE 3
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021194/00		PRUDENTIAL OVERALL SUPPLY INC					
284 PO-120262	11/23/2011	180116578	1 13-S310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
			TOTAL PAYMENT AMOUNT			67.10 *	67.10
			TOTAL FUND PAYMENT			67.10 **	67.10

81 CENTER UNIFIED SCHOOL DIST.
11/23/11

ACCOUNTS PAYABLE PRELIST
BATCH: 0034 11/23/11
FUND : 14 DEFERRED MAINTENANCE FUND

J1977 APY500 H.02.05 11/21/11 PAGE 4
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017018/00	SIERRA BUILDING SYSTEMS INC						
890 PO-120756	11/23/2011	3798	1 14-0024-0-5600-106-9603-8110-007-000 NN F			5,053.00	5,210.50
TOTAL PAYMENT AMOUNT						5,210.50 *	5,210.50
TOTAL FUND PAYMENT						5,210.50 **	5,210.50

81 CENTER UNIFIED SCHOOL DIST.
11/23/11

ACCOUNTS PAYABLE PRELIST
BATCH: 0034 11/23/11
FUND : 21 BUILDING FUND

J1977 APY500 H.02.05 11/21/11 PAGE 5
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
019750/00	CAPITAL PROGRAM MGMT INC						
423 PO-120371	11/23/2011	52	1 21-0000-0-6234-106-9600-8500-007-000 NN P			3,705.94	3,705.94
TOTAL PAYMENT AMOUNT						3,705.94 *	3,705.94
TOTAL FUND PAYMENT						3,705.94 **	3,705.94
TOTAL BATCH PAYMENT						241,450.58 ***	0.00
TOTAL DISTRICT PAYMENT						241,450.58 ****	0.00
TOTAL FOR ALL DISTRICTS:						241,450.58 ****	0.00

Number of warrants to be printed: 12, not counting voids due to stub overflows.

*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item** X **To:** Board of Trustees**Information Item** **Date:** December 14, 2011**# Attached Pages** **From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:** **SUBJECT: Annual Organizational Meeting for Governing Board**

Education Code §3513 requires governing boards to conduct an annual organizational meeting. At this time, the Board will: 1) elect the Board President; 2) elect a Clerk of the Board; 3) appoint a Board Representative to the County School Boards Association; 4) establish the time, place and frequency of regular meetings of the Board.

RECOMMENDATION: The Center Joint Unified School District Board of Trustees Conduct the Annual Organizational Meeting of the Board.


Sacramento Office of Education County

10474 Mather Boulevard
P.O. Box 269003
Sacramento, CA 95826-9003
(916) 228-2500

www.scoe.net

Memorandum

TO: District Superintendents

FROM: David W. Gordon, County Superintendent 

DATE: November 2, 2011

SUBJECT: ANNUAL ORGANIZATIONAL MEETING FOR GOVERNING BOARDS

Under the provisions of Education Code §35143, your governing board is required to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the *first Friday* of December following the November election [Education Code §5017])

**The 15-day period for 2011 is:
December 2-16**

The day and time of the annual meeting are to be selected by your governing board at its regular meeting held (in November) *immediately prior to the first day of such 15-day period*, and the board shall notify the County Superintendent of Schools of the day and time selected.

Following your regular meeting held immediately prior to December 2, please complete and return the enclosed form, notifying us of the date and time of your organizational meeting.

NOTE: Education Code §35143 requires the County Superintendent of Schools to designate the date and time for the annual organizational meeting if your Board fails to do so. Therefore, it is important that we receive this form no later than 5:00 p.m. on November 22, 2011. If necessary, please send the form to us via fax at 916.228.2403.

After your organizational meeting has been held, please have the enclosed "Certificate of Election of Board President, Clerk and Board Representative" (**yellow form**) completed, signed and forwarded to this office. If you have any questions, please call Carla Miller at 916.228.2410.

Enclosures

CERTIFICATE OF ELECTION
OF
BOARD PRESIDENT, CLERK & BOARD REPRESENTATIVE

INSTRUCTIONS: *Please complete and forward this certificate to the County Superintendent of Schools immediately following your annual organizational meeting which must be held between December 2 and December 16, 2011.*

It is hereby certified that at the annual organizational meeting of the governing board of the _____ District, held _____, 2011, the following officers and representatives were elected:

PRESIDENT:

Address:

CLERK:

Address:

**BOARD
REPRESENTATIVE:**

Address:

Submitted by:

Title:

Return to:

**Carla Miller
Sacramento County Office of Education
P.O. Box 269003
Sacramento, CA 95826-9003**

Education Code Section 35143

The governing board of each school district shall hold an annual **organizational meeting**. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office.

Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, prior to the first day of such 15-day period and after the regular meeting of the board held immediately prior to the first day of such 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. He shall notify in writing all members and members-elect of the date and time.

At the annual meeting the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk.

At the annual meeting each city board of education shall organize by electing a president from its members.

At the annual meeting the governing board of each other type of school district, except a community college district, shall elect one of its members clerk of the district.

As an alternative to the procedures set forth in this section, a city board of education whose members are elected in accordance with a city charter for terms of office commencing in December, may hold its annual organizational meeting required in this section between December 15 and January 14, inclusive, as provided in rules and regulations which shall be adopted by such board. At the annual meeting the city board of education shall organize by electing a president and vice president from its members who shall serve in such office during the period January 15 next to the following January 14, unless removed from such office by majority vote of all members of the city board of education.

<p style="text-align: center;">CENTER JOINT UNIFIED SCHOOL DISTRICT FINANCING CORPORATION</p>
--

**ORGANIZATIONAL MEETING
December 14, 2011**

A G E N D A

- 1. Call to Order**
- 2. Approval of Prior Meeting Minutes: December 15, 2010**
- 3. Appointment of New Officers**
- 4. Other Business**
- 5. Public Comments**
- 6. Adjournment**

<p style="text-align: center;">CENTER JOINT UNIFIED SCHOOL DISTRICT FINANCING CORPORATION</p>
--

**ORGANIZATIONAL MEETING
December 15, 2010**

MINUTES

1. Call to Order

Newly elected President Friedman, called a recess of the regular meeting of the Center Joint Unified Board of Trustees at 7:05 p.m., at which time the annual Organizational Meeting of the Board of Directors of the Center Joint Unified School District Financing Corporation was convened.

Roll Call: Members Present: Mrs. Nancy Anderson, Mr. Matthew Friedman,
Mr. Jeremy Hunt, Mrs. Kelly Kelley,
Mr. Donald Wilson

2. Adoption of Minutes: December 16, 2009

A motion to approve the adoption of the minutes of December 16, 2009 of the Center Joint Unified Financing Corporation, was made by Trustee Wilson and seconded by Trustee Anderson.

Ayes: Nancy Anderson, Matthew Friedman,
Mr. Donald Wilson

Noes: None

Abstain: Jeremy Hunt, Kelly Kelley

3. Appointment of New Officers

A motion was made by Trustee Wilson, seconded by Trustee Anderson, to go with the same officers as appointed for the School Board of Trustees which would place Trustee Friedman as President and Trustee Anderson as Secretary of the CJUSD Financing Corporation.

Vote: General Consent

4. Other Business - None

5. Public Comments - None

6. Adjournment – 7:07 p.m.

Motion: Wilson
Second: Hunt

Vote: General Consent

CJUSD FINANCING CORPORATION
ORGANIZATIONAL MEETING
December 15, 2010
Page 2

Nancy Anderson

Jeremy Hunt

Matthew L. Friedman

Kelly Kelley

Date Adopted

Donald E. Wilson

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: 12/14/11

Action Item

To: Board of Trustees

Information Item X

From: Jeanne Bess 
Director of Fiscal Services

Attached Page

SUBJECT:

Audit Report for Fiscal Year 2010/11

The audit report for fiscal year 2010/11 is presented. The audit was conducted and completed by Goodell, Porter, Sanchez & Bright, LLP.

GOODELL,
PORTER,
SANCHEZ &
BRIGHT, LLP

C E R T I F I E D
P U B L I C
A C C O U N T A N T S

JOHN L. GOODELL, CPA
VIRGINIA K. PORTER, CPA
DENVER A. SANCHEZ, CPA
SUZIE H. BRIGHT, CPA
RICHARD J. SANCHEZ, CPA
VAN HULLEM HANS, INC., CPA

November 7, 2011

To The Board of Trustees
Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843

We have audited the financial statements of Center Joint Unified School District for the year ended June 30, 2011, and have issued our report thereon dated November 7, 2011. Professional standards require that we provide you with information related to our audit.

Our Responsibilities Under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated January 19, 2011, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are presented in conformity with all accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your responsibilities.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements. As described in Note 1H to the financial statements, the Center Joint Unified School District changed accounting policies related to Special Revenue Funds and components of fund balances by adopting Statement of Governmental Accounting Standards (GASB Statement) No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, in 2010-11. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates identified in the footnote disclosures in determining that it is reasonable in relation to the financial statements taken as a whole.

The most sensitive estimate affecting the District's financial statements was:

Management's estimate of the annual required contribution for other post-employment benefits based on an actuarial's calculation. We evaluated the key factors and assumptions used to develop the annual required contribution and determined that it is reasonable.

The disclosures in the financial statements are neutral, consistent, and clear. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statement is Note 1 - Significant Accounting Policies.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has been provided with all such misstatements. None of the misstatements detected as a result of audit procedures were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representation

We have requested certain representations from management that are included in the management representation letter dated November 7, 2011.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Center Joint Unified School District
Page Three
November 7, 2011

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditor. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This information is intended solely for the use of Board of Trustees and management of Center Joint Unified School District and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

GOODELL, PORTER, SANCHEZ & BRIGHT, LLP

A handwritten signature in black ink, appearing to read "Michelle Hanson", with a stylized flourish at the end.

Michelle Hanson
Certified Public Accountant

MH:jn

**CENTER JOINT UNIFIED SCHOOL DISTRICT
COUNTY OF SACRAMENTO
ANTELOPE, CALIFORNIA**

ANNUAL FINANCIAL REPORT

JUNE 30, 2011

CENTER JOINT UNIFIED SCHOOL DISTRICT

JUNE 30, 2011

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CENTER JOINT UNIFIED SCHOOL DISTRICT

JUNE 30, 2011

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CENTER JOINT UNIFIED SCHOOL DISTRICT

JUNE 30, 2011

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FINANCIAL SECTION

GOODELL,
PORTER,
SANCHEZ &
BRIGHT, LLP

C E R T I F I E D
P U B L I C
A C C O U N T A N T S

JOHN F. GOODELL, CPA
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INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS

Board of Trustees
Center Joint Unified School District
Antelope, California

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Center Joint Unified School District as of and for the year ended June 30, 2011, which collectively comprise the District's basic financial statements, as listed in the table of contents. These financial statements are the responsibility of the District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the provisions of *California Code of Regulations* Title 5 Education, Section 19810, and following. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the Center Joint Unified School District as of June 30, 2011 and the respective changes in financial position for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 7, 2011, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal controls over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal controls over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered assessing the results of our audit.

Accounting principles generally accepted in the United States of America require the management's discussion and analysis and the budgetary comparison information on pages 3 through 12 and 50 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of the financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Center Joint Unified School District's financial statements as a whole. The accompanying statistical schedules and combining non-major fund financial statements are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the financial statements. The statistical schedules, the schedule of expenditures of federal awards and the combining non-major fund financial statements are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Goodell, Porter, Sanchez & Bright, LLP
GOODELL, PORTER, SANCHEZ & BRIGHT, LLP
Certified Public Accountants

November 7, 2011

CENTER JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2011

The discussion and analysis of Center Joint Unified School District's financial performance provides an overall review of the District's financial activities for the fiscal year ended June 30, 2011. The intent of this discussion and analysis is to look at the District's financial performance as a whole. To provide a complete understanding of the District's financial performance, please read it in conjunction with the Independent Auditor's Report on page 1, notes to the basic financial statements and the District's financial statements, as listed in the table of contents.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34 Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments issued June 1999.

FINANCIAL HIGHLIGHTS

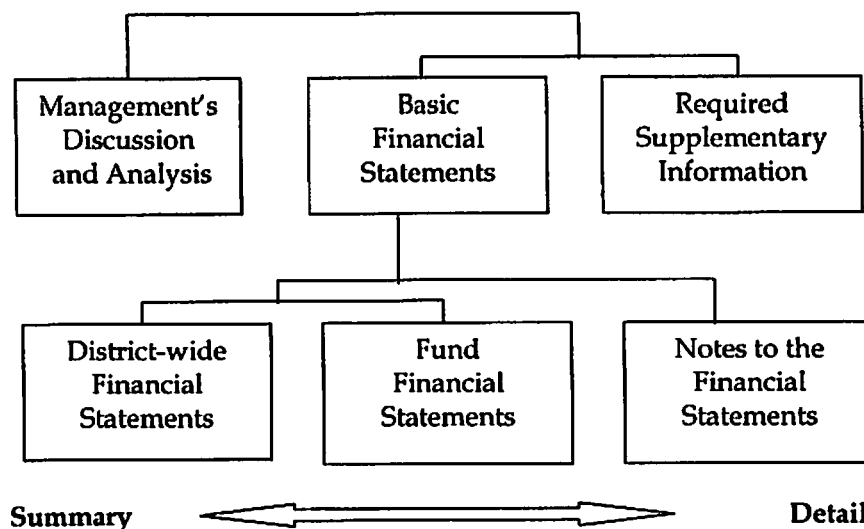
- The District's financial status declined over the past year. Total net assets decreased by 20%.
- Total government-wide general revenue for the 2010-2011 fiscal year was \$32.9 million, an increase of 2.6% over 2009-2010. Program, or categorical, revenues totaled \$9.7 million in 2010-2011 comparable to 2009-2010. Government-wide expenditures totaled \$47 million in 2010-2011 and \$50 million in 2009-2010, including depreciation expense. This decrease was reflective of the decreased expenditures in nearly all areas, including utilities.
- In complying with GASB 34, capital fixed assets were valued at historical cost. The total of the District's capital assets, land, site, buildings, and equipment, valued on an acquisition cost basis, was \$120 million. After depreciation, the June 30, 2011, book value for capital assets totaled \$79 million. See Table 3 later in this discussion. Capital assets, net of related debt, total \$39.6 million.
- The District presently has \$1.2 million of work in progress. Facility projects still in progress include the Center High School baseball field (\$580 thousand,) the fire damage repairs at Antelope View Charter School (\$75 thousand) and the planning expenses for the new Fortune School site (\$500 thousand.)

CENTER JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2011

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – management's discussion and analysis (this section), the basic financial statements, and required supplementary information. These statements are organized so the reader can understand the Center Joint Unified School District as a financial whole, an entire operating entity. The statements then proceed to provide an increasingly detailed look at specific financial activities.

Components of the Financial Section



The first two statements are *district-wide financial statements*, the Statement of Net Assets and Statement of Activities. These statements provide information about the activities of the whole School District, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the School District's more significant funds with all other non-major funds presented in total in one column. A comparison of the District's General Fund budget is included.

CENTER JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2011

OVERVIEW OF THE FINANCIAL STATEMENTS (CONTINUED)

Components of the Financial Section (Concluded)

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements.

Reporting the School District as a Whole

Statement of Net Assets and the Statement of Activities

These two statements provide information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets includes all of the District's assets and liabilities using the accrual basis of accounting. This basis of accounting takes into account all of the current year's revenues and expenses regardless of when cash is received or paid. These statements report information on the district as a whole and its activities in a way that helps answer the question, "How did we do financially during 2010-11?"

These two statements report the District's net assets and changes in those assets. This change in net assets is important because it tells the reader that, for the District as a whole, the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some financial, some not. Over time, the increases or decreases in the District's net assets, as reported in the Statement of Activities, are one indicator of whether its financial health is improving or deteriorating. The relationship between revenues and expenses indicates the District's operating results. However, the District's goal is to provide services to our students, not to generate profits as commercial entities. One must consider many other non-financial factors, such as the quality of education provided and the safety of the schools to assess the overall health of the District.

- ◆ Increases or decreases in the net assets of the District over time are indications of whether its financial position is improving or deteriorating, respectively.
- ◆ Additional non-financial factors such as condition of school buildings and other facilities, and changes to the property tax base of the District need to be considered in assessing the overall health of the District.

CENTER JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2011

OVERVIEW OF THE FINANCIAL STATEMENTS (CONCLUDED)

Reporting the District's Most Significant Funds

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds – not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs. Some funds are required to be established by State law. However, the District establishes other funds to control and manage money for specific purposes.

♦ **Governmental Funds**

Most of the District's activities are reported in governmental funds. The major governmental funds of the District are the General Fund and the Bond Interest and Redemption Fund. Governmental funds focus on how money flows into and out of the funds and the balances that remain at the end of the year. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's operations and services that help determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

♦ **Fiduciary Funds**

The District is the trustee, or fiduciary, for its student activity funds. All of the District's fiduciary activities are reported in separate Statements of Fiduciary Net Assets. We exclude these activities from the District's other financial statements because the District cannot use these assets to finance its operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

CENTER JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2011

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS

The School District as a Whole

The District's net assets were \$19.2 million at June 30, 2011. The unrestricted deficit is \$24.8 million. Investments in capital assets, net of related debt, account for \$40 million of the total net assets. A comparative analysis of government-wide data is presented in Table 1.

**(Table 1)
Comparative Statement of Net Assets**

	Governmental Activities	
	2011	2010
Assets		
Cash and investments	\$ 7,150,859	\$ 8,648,077
Receivables	8,097,194	7,513,295
Stores inventory	38,617	61,682
Prepaid expenditures	61,113	81,641
Unamortized bond issuance costs	659,211	706,945
Capital assets	79,096,987	81,126,515
Total assets	<u>\$ 95,103,981</u>	<u>\$ 98,138,155</u>
Liabilities		
Deficit cash	\$ 1,316,469	\$ 1,697,928
Accounts payable and other current liabilities	1,310,603	1,200,188
Deferred revenue	163,032	419,000
Tax revenue anticipation notes	2,780,000	2,790,000
Unamortized bond premium	590,771	629,809
Long-term liabilities	69,739,506	67,459,399
Total liabilities	<u>\$ 75,900,381</u>	<u>\$ 74,196,324</u>
Net Assets		
Invested in capital assets, net of related debt	\$ 39,564,505	\$ 40,909,624
Restricted	4,393,638	2,306,874
Unrestricted (Deficit)	(24,754,543)	(19,274,667)
Total net assets	<u>\$ 19,203,600</u>	<u>\$ 23,941,831</u>

CENTER JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2011

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS (CONTINUED)

The District's net asset position decreased \$4.7 million this fiscal year (See Table 2). The District's expenses for instructional and pupil services represented 72% of total expenses. The purely administrative activities of the District accounted for just 5% of total costs. The remaining 23% was spent in the areas of plant services and other expenses, interest on long-term debt and other outgo. (See Figure 2).

(Table 2)
Comparative Statement of Change in Net Assets

	Governmental Activities	
	2011	2010
Revenues		
Program revenues	\$ 9,657,366	\$ 9,694,943
General revenues		
Taxes levied for general purposes	5,175,465	6,052,890
Taxes levied for other specific purposes	4	62
Taxes levied for debt service	2,190,841	1,720,801
Federal and State aid not restricted to specific purposes	25,181,167	23,662,245
Interest and investment earnings	67,234	170,054
Miscellaneous	291,786	427,282
Total revenues	<u>42,563,863</u>	<u>41,728,277</u>
Expenses		
Instruction	26,057,943	27,955,254
Instruction related services	4,074,735	4,555,278
Pupil support services	3,883,489	3,723,463
General administration	2,206,847	2,621,349
Plant services	4,347,681	4,066,630
Other	6,731,399	6,956,786
Total expenses	<u>47,302,094</u>	<u>49,878,760</u>
Decrease in net assets	<u>\$ (4,738,231)</u>	<u>\$ (8,150,483)</u>

CENTER JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2011

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS (CONCLUDED)

Governmental Activities

As reported in the Statement of Activities, the cost of all of the District's governmental activities this year was \$47.3 million. The amount that our local taxpayers financed for these activities through property taxes was \$7.4 million. Federal and State aid not restricted to specific purposes totaled \$25.2 million. State and Federal Categorical revenue totaled over \$9.1 million, or 21% of the revenue of the entire District (See Figure 1).

Sources of Revenue for the 2010-11 Fiscal Year

Figure 1

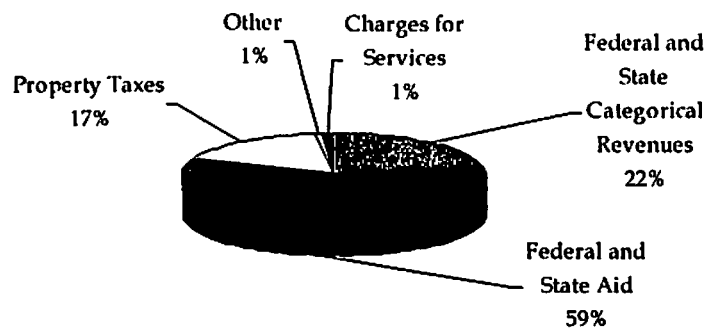
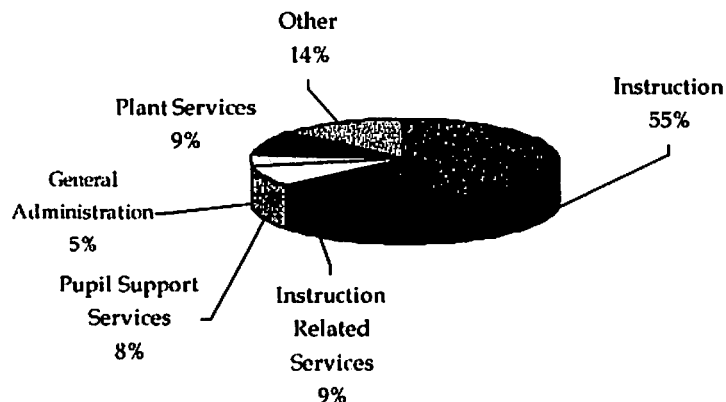


Figure 2
Expenses for the 2010-11 Fiscal Year



CENTER JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2011

FINANCIAL ANALYSIS OF THE FUND STATEMENTS

The fund financial statements focus on individual parts of the District's operations in more detail than the government-wide statements. The District's individual fund statements provide information on inflows and outflows and balances of spendable resources. The District's Governmental Funds reported a combined fund balance of \$9.8 million, a decrease of \$400 thousand from the previous fiscal year's combined ending balance of \$10.2 million. The General Fund balance decreased \$134 thousand and the Building Fund balance decreased \$586 thousand.

General Fund Budgetary Highlights

Over the course of the year, the District revised the annual operating budget. The significant budget adjustments fell into the following categories:

- ◆ Budget revisions to the adopted budget required after approval of the State budget.
- ◆ Budget revisions to update revenues to actual enrollment information and to update expenditures for staffing adjustments related to actual enrollments.
- ◆ Budget revisions approved throughout the year resulted in increases to Capital Outlay primarily for new construction and modernization projects.
- ◆ Other budget revisions are routine in nature, including adjustments to categorical revenues and expenditures based on final awards, and adjustments between expenditure categories for school and department budgets.

The final revised budget for the General Fund reflected a net decrease to the ending balance of \$2.5 million.

The District ended the year with \$6.4 million in the General Fund ending balance, of which \$3.4 million is unrestricted. The remaining balance is made up of restricted and assigned fund balances. The District implemented GASB 54 during 2010-2011 which resulted in the Deferred Maintenance Fund and the Special Reserve Fund for Other Than Capital Outlay Projects being included in the General Fund. Had these funds not been included in the General Fund, the change to the General Fund would have been a decrease of \$48 thousand compared to the reported decrease of \$134 thousand.

The State recommends an ending reserve for economic uncertainties of 3% of total General Fund expenditures and other financing uses. The District's requirement for 2010-2011, was \$1,141,018. The District was able to meet this requirement.

CENTER JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2011

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of the 2010-11 fiscal year, the District had invested \$119.5 million in a broad range of capital assets, including school buildings, athletic facilities, administrative buildings, site improvements, vehicles, and equipment. The capital assets net of depreciation were \$79 million at June 30, 2011, which is a decrease of \$2 million from the previous year.

Table 3
Comparative Schedule of Capital Assets
(net of depreciation)
June 30, 2011 and 2010

	2011	2010	Difference Increase (Decrease)
Land	\$ 10,509,396	\$ 10,509,396	
Site Improvements	4,131,829	4,516,191	\$ (384,362)
Buildings	62,864,996	45,136,308	17,728,688
Machinery and Equipment	439,505	477,642	(38,137)
Work in Process	1,151,261	20,486,978	(19,335,717)
Totals	<u>\$ 79,096,987</u>	<u>\$ 81,126,515</u>	<u>\$ (2,029,528)</u>

The primary decrease in capital assets occurred due to the disposal of assets relating to the old high school football stadium. Several projects were completed during 2010-2011 and removed from work in process. These include the new high school stadium and the modernization projects at the Dudley and Spinelli Elementary Schools.

Long-Term Debt

At June 30, 2011, the District had \$70 million in long-term debt outstanding.

Table 4
Comparative Schedule of Outstanding Debt
June 30, 2011 and 2010

	2011	2010
General Obligation Bonds	\$ 67,333,791	\$ 65,707,486
Other Post-employment Benefits	1,819,684	1,145,931
Early Retirement Incentives	70,611	105,916
Capital Lease Obligations	44,409	0
Other Long-term Debt	386,000	386,000
Compensated Absences	85,011	114,066
Totals	<u>\$ 69,739,506</u>	<u>\$ 67,459,399</u>

CENTER JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2011

CAPITAL ASSET AND DEBT ADMINISTRATION (CONCLUDED)

Long-Term Debt (Concluded)

The District was assigned a rating of "SP-l+" by Standard and Poor's for its most recent \$2,800,000 CA School Cash Resource Program Authority, 2010-2011 Tax and Revenue Anticipation Notes.

The long-term debt paid by the District was approximately \$2.1 million in 2010-11.

FACTORS BEARING ON THE DISTRICT'S FUTURE

The State's economic condition is a major factor affecting the District's future. The financial well-being of the District is tied in large measure to the state funding formula. Furthermore, the State's current year budget does not fully address its budget problem, so it is anticipated that future years will not see schools as well funded as the current year.

The District's enrollment has decreased in the last three years. The District expects continued declining enrollment for the next year and predicts a decline for the following year. Student enrollment and attendance are primary factors in the computation of most funding formulas for public schools in the State of California. As the district enrollment declines we lose State revenue but do not lose expenses at the same rate.

With the declining enrollment, the continued problems with the State's economic condition and the continued aging of the District's capital assets the District must continue to be diligent while using District resources. The future of the District's fiscal health requires management to plan carefully and prudently to provide the resources to meet student needs over the next several years. The District has an excellent track record in meeting this challenge in what has proven to be a cycle of lean years and prosperous years for education finances.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact Fiscal Services, Center Joint Unified School District, 8408 Watt Avenue, Antelope, CA 95843.

CENTER JOINT UNIFIED SCHOOL DISTRICT

STATEMENT OF NET ASSETS

JUNE 30, 2011

		Governmental Activities
<u>Assets</u>		
Cash (Note 2)		\$ 6,938,544
Investments (Note 2)		212,315
Accounts Receivable (Note 4)		8,097,194
Stores Inventory (Note 1H)		38,617
Prepaid Expenses (Note 1H)		61,113
Unamortized Bond Issuance Costs (Note 6)		659,211
Capital Assets, Net of Depreciation (Note 7)		<u>79,096,987</u>
Total Assets		<u>\$ 95,103,981</u>
<u>Liabilities</u>		
Deficit cash (Note 2)		\$ 1,316,469
Accounts Payable and Other Current Liabilities		1,310,603
Deferred Revenue (Note 1H)		163,032
Tax Revenue Anticipation Notes (Note 8)		2,780,000
Unamortized Bond Premiums (Note 9)		590,771
Long-term Liabilities (Note 15)		
Due Within One Year	\$ 2,264,003	
Due After One Year	<u>67,475,503</u>	
Total Long-Term Liabilities		<u>69,739,506</u>
Total Liabilities		<u>\$ 75,900,381</u>
<u>Net Assets</u>		
Invested in Capital Assets, Net of Related Debt		\$ 39,564,505
Restricted For:		
Capital Projects		1,044,471
Debt Service		2,149,016
Education Programs		1,200,151
Unrestricted (Deficit)		<u>(24,754,543)</u>
Total Net Assets		<u>\$ 19,203,600</u>

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

CENTER JOINT UNIFIED SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2011

Governmental Activities	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Assets
		Charges for Services	Operating Grants and Contributions	Governmental Activities
Instruction	\$ 26,057,943	\$ 69,766	\$ 6,036,495	\$ (19,951,682)
Instruction-Related Services:				
Supervision of Instruction	633,226		332,845	(300,381)
Instructional Library, Media and Technology	477,828		41,548	(436,280)
School Site Administration	2,963,681	13,015	137,029	(2,813,637)
Pupil Services:				
Home-To-School Transportation	873,544	19,893	266,874	(586,777)
Food Services	1,656,103	417,507	1,351,182	112,586
All Other Pupil Services	1,353,842		634,149	(719,693)
General Administration:				
Data Processing	364,147	8,659	16,443	(339,045)
All Other General Administration	1,842,700	12,258	196,251	(1,634,191)
Plant Services	4,347,681	356	11,945	(4,335,380)
Ancillary Services	212,074			(212,074)
Interest on Long-Term Debt	3,467,644			(3,467,644)
Other Outgo	378,355		91,151	(287,204)
Depreciation (unallocated)	2,673,326			(2,673,326)
Total Governmental Activities	\$ 47,302,094	\$ 541,454	\$ 9,115,912	(37,644,728)
General Revenues:				
Property Taxes Levied For:				
General Purposes				5,175,465
Debt Service				2,190,841
Other Specific Purposes				4
Federal and State Aid Not Restricted to Specific Purposes				25,181,167
Interest and Investment Earnings				67,234
Miscellaneous				291,786
Total General Revenues				32,906,497
Change (Decrease) in Net Assets				(4,738,231)
Net Assets Beginning				23,941,831
Net Assets Ending				\$ 19,203,600

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

CENTER JOINT UNIFIED SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2011

	General Fund	Bond Interest and Redemption Fund	Other Governmental Funds	Total Governmental Funds
<u>Assets</u>				
Cash (Note 2)	\$ 2,264,989	\$ 2,143,311	\$ 2,530,244	\$ 6,938,544
Investments (Note 2)			212,315	212,315
Accounts Receivable (Note 4)	7,936,121	6,318	154,755	8,097,194
Due From Other Funds (Note 5)	77,056		32,044	109,100
Stores Inventory (Note 1H)	23,167		15,450	38,617
Prepaid Expenditures (Note 1H)	61,113			61,113
Total Assets	<u>\$ 10,362,446</u>	<u>\$ 2,149,629</u>	<u>\$ 2,944,808</u>	<u>\$ 15,456,883</u>
<u>Liabilities and Fund Balances</u>				
Liabilities:				
Deficit Cash (Note 2)			\$ 1,316,469	\$ 1,316,469
Accounts Payable	\$ 1,099,167	\$ 220	192,586	1,291,973
Deferred Revenue (Note 1H)	68,877	393	93,762	163,032
Due to Other Funds (Note 5)	32,044		77,056	109,100
Tax Revenue Anticipation Notes	2,780,000			2,780,000
Total Liabilities	<u>3,980,088</u>	<u>613</u>	<u>1,679,873</u>	<u>5,660,574</u>
Fund Balances (Note 1H):				
Nonspendable	94,280		16,000	110,280
Restricted	1,200,151	2,149,016	1,044,471	4,393,638
Assigned	1,704,549		1,521,870	3,226,419
Unassigned	3,383,378		(1,317,406)	2,065,972
Total Fund Balances	<u>6,382,358</u>	<u>2,149,016</u>	<u>1,264,935</u>	<u>9,796,309</u>
Total Liabilities and Fund Balances	<u>\$ 10,362,446</u>	<u>\$ 2,149,629</u>	<u>\$ 2,944,808</u>	<u>\$ 15,456,883</u>

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

CENTER JOINT UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS
BALANCE SHEET TO THE STATEMENT OF NET ASSETS
JUNE 30, 2011

Total fund balance - governmental funds		\$	9,796,309
Amounts reported for governmental activities in the statement of net assets are different because:			
Capital assets: In governmental funds, only current assets are reported. In the statement of net assets, all assets are reported, including capital assets and accumulated depreciation.			
	Capital assets, at historical cost:	\$	119,536,446
	Accumulated depreciation:		(40,439,459)
	Net:		79,096,987
Unamortized costs: In governmental funds, debt issue costs are recognized as expenditures in the period they are incurred. In the government-wide statements, debt issue costs are amortized over the life of the debt. Unamortized debt issue costs included in prepaid expense on the statement of net assets are:			
			659,211
Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatrued interest owing at the end of the period was:			
			(18,630)
Unamortized debt issue premium: In governmental funds, if debt is issued at a premium, the premium is recognized as an Other Financing Source in the period it is incurred. In the government-wide statements, the premium is amortized as a reduction in annual interest expense over the life of the debt. Unamortized premium at year-end was:			
			(590,771)
Long-term liabilities: In governmental funds, only current liabilities are reported. In the statement of net assets, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:			
	General obligation bonds	\$	67,333,791
	Other post-employment benefits		1,819,684
	Early retirement incentives		70,611
	Capital lease obligations		44,409
	Other long-term debt		386,000
	Compensated absences		85,011
	Total		(69,739,506)
Total net assets - governmental activities		\$	19,203,600

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

CENTER JOINT UNIFIED SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2011

	General Fund	Bond Interest and Redemption Fund	Other Governmental Funds	Total Governmental Funds
Revenues				
Revenue Limit Sources				
State Apportionments	\$ 20,827,090			\$ 20,827,090
Local Sources	5,176,119			5,176,119
Total Revenue Limit	26,003,209			26,003,209
Federal Revenue	4,109,845		\$ 1,267,142	5,376,987
Other State Revenue	5,467,536	\$ 40,583	778,501	6,286,620
Other Local Revenue	2,262,327	2,156,823	484,918	4,904,068
Total Revenues	37,842,917	2,197,406	2,530,561	42,570,884
Expenditures				
Certificated Salaries	19,542,860		79,086	19,621,946
Classified Salaries	6,390,319		615,642	7,005,961
Employee Benefits	7,244,982		276,744	7,521,726
Books and Supplies	827,095		809,388	1,636,483
Services and Other				
Operating Expenditures	3,674,621		767,722	4,442,343
Capital Outlay	84,847		562,096	646,943
Debt Service:				
Principal Retirement	48,310	1,823,341		1,871,651
Interest and Fiscal Charges	5,594	48,710	6,655	60,959
Other Outgo	162,273	1,088	74,865	238,226
Total Expenditures	37,980,901	1,873,139	3,192,198	43,046,238
Excess of Revenues Over (Under) Expenditures	(137,984)	324,267	(661,637)	(475,354)
Other Financing Sources (Uses):				
Operating Transfers In (Note 5)			53,044	53,044
Operating Transfers Out (Note 5)	(53,044)			(53,044)
Other Sources	57,414			57,414
Total Other Financing Sources	4,370	0	53,044	57,414
Excess of Revenues and Other Financing Sources Over (Under) Expenditures and Other Uses	(133,614)	324,267	(608,593)	(417,940)
Fund Balances - July 1, 2010 (Restated - Note 21)	6,515,972	1,824,749	1,873,528	10,214,249
Fund Balances - June 30, 2011	\$ 6,382,358	\$ 2,149,016	\$ 1,264,935	\$ 9,796,309

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

CENTER JOINT UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES (CONCLUDED)
FOR THE YEAR ENDED JUNE 30, 2011

Net change in fund balances - total governmental funds \$ (417,940)

Amounts reported for governmental activities in the statement of activities are different because:

Capital outlay: In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

Expenditures for capital outlay:	\$ 733,108	
Depreciation expense:	(2,673,326)	
Net:		(1,940,218)

Debt service: In governmental funds, repayments of long-term debt are reported as expenditures. In government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were: 1,836,346

Debt proceeds: In governmental funds, proceeds from debt are recognized as Other Financing Sources. In government-wide statements, proceeds from debt are reported as increases to liabilities. Amounts recognized in governmental funds as proceeds from debt, net of issue premium or discount, were: (57,414)

Debt issue costs: In governmental funds, debt issue costs are recognized as expenditures in the period they are incurred. In the government-wide statements, issue costs are amortized over the life of the debt. Amortization of debt issuance costs for the period is: (47,734)

Gain or loss from disposal of capital assets: In governmental funds, the entire proceeds from disposal of capital assets are reported as revenue. In the statement of activities, only the resulting gain or loss is reported. The difference between the proceeds from disposal of capital assets and the resulting gain or loss is: (89,310)

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was: (3,468,276)

Compensated absences: In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and compensated absences earned was: 29,055

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

CENTER JOINT UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES (CONCLUDED)
FOR THE YEAR ENDED JUNE 30, 2011

Other expenditures relating to prior periods: Certain expenditures recognized in governmental funds relate to prior periods. These expenditures are recognized in the government-wide statement of activities in the period in which the obligations are first incurred, so they must not be recognized again in the current period. Expenditures relating to early retirement incentives offered in prior periods were:	35,305
Postemployment benefits other than pensions (OPEB): In governmental funds, OPEB costs are recognized when employer contributions are made. In the statement of activities, OPEB costs are recognized on the accrual basis. This year, the difference between OPEB costs and actual employer contributions was:	(673,753)
Cost write-off for canceled capital projects: If a planned capital project is canceled and will not be completed, costs previously capitalized as Work in Progress must be written off to expense. Costs written off for canceled projects were:	16,671
Amortization of debt issue premium: In governmental funds, if debt is issued at a premium, the premium is recognized as an Other Financing Source in the period it is incurred. In the government-wide statements, the premium is amortized as interest over the life of the debt. Amortization of premium for the period is:	<u>39,038</u>
Total change (decrease) in net assets - governmental activities (minor differences may be due to rounding)	<u><u>\$ (4,738,230)</u></u>

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

CENTER JOINT UNIFIED SCHOOL DISTRICT
STATEMENT OF NET ASSETS
FIDUCIARY FUNDS
JUNE 30, 2011

	Agency Fund
	Student Body Fund
<u>Assets</u>	
Cash (Note 2)	\$ 155,733
Total Assets	\$ 155,733
<u>Liabilities</u>	
Due to Student Groups	\$ 155,733
Total Liabilities	\$ 155,733
<u>Net Assets</u>	
Total Net Assets	\$ 0

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

The District accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's California School Accounting Manual. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

A. Reporting Entity

A reporting entity is comprised of the primary government, component units and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, boards and agencies that are not legally separate from the District. For Center Joint Unified School District, this includes general operations, food service and student related activities of the District. The District has considered all potential component units in determining how to define the reporting entity, using criteria set forth in accounting principles generally accepted in the United States of America. The District determined that there are no potential component units that meet the criteria for inclusion within the reporting entity.

B. Basis of Presentation

Government-wide Financial Statements:

The government-wide financial statements (i.e., the statement of net assets and the statement of activities) report information on all of the nonfiduciary activities of the District and its component units.

The government-wide statements are prepared using the economic resources measurement focus. This is the same approach used in the preparation of the fiduciary fund financial statements but differs from the manner in which governmental fund financial statements are prepared. Governmental fund financial statements, therefore, include a reconciliation with brief explanations to better identify the relationship between the government-wide statements and the statements for the governmental funds.

The government-wide statement of activities presents a comparison between direct expenses and program revenues for each function or program of the district's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are therefore clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the statement of activities. Program revenues include charges paid by the recipients of goods or services offered by a program, as well as grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues, which are not classified as program revenues, are presented as general revenues of the District, with certain exceptions. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the District.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. Basis of Presentation (Concluded)

Fund Financial Statements:

Fund financial statements report detailed information about the District. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major governmental fund is presented in a separate column, and all non-major funds are aggregated into one column. Fiduciary funds are reported by fund type.

The accounting and financial treatment applied to a fund is determined by its measurement focus and the modified accrual basis of accounting. All governmental funds are accounted for using a flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current asset and current liabilities are generally included on the balance sheet. The Statement of Revenues, Expenditures, and Changes in Fund Balances for these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

Fiduciary funds are reported using the economic resources measurement focus and the modified accrual basis of accounting.

C. Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Fiduciary funds use the accrual basis of accounting.

Revenues - exchange and non-exchange transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, "available" means collectible within the current period or within 60 days after year-end.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Basis of Accounting (Concluded)

Revenues - exchange and non-exchange transactions (Concluded):

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Deferred revenue:

Deferred revenue arises when assets are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements are met are recorded as deferred revenue. On governmental fund financial statements, receivables associated with non-exchange transactions that will not be collected within the availability period have also been recorded as deferred revenue.

Expenses/expenditures:

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds.

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed. Expenditures incurred in the unrestricted resources shall be reduced first from the committed resources, then from assigned resources and lastly, the unassigned resources.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Fund Accounting

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled. The District's accounts are organized into major, non-major and fiduciary funds as follows:

MAJOR GOVERNMENTAL FUNDS:

1. General Fund is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in another fund. As described in Note 1I, the District was required to implement GASB 54 in fiscal year 2010-11. The following Special Revenue Funds, accounted for separately by the District, are included with the General Fund beginning in fiscal year 2010-11 to comply with GASB 54: Charter School Fund, Deferred Maintenance Fund and Special Reserve Fund for Other Than Capital Outlay Projects.
2. Bond Interest and Redemption Fund is used to account for the accumulation of resources for, and the repayment of, District bonds, interest and related costs.

NON-MAJOR GOVERNMENTAL FUNDS:

Special Revenue Funds are used to report the proceeds of specific revenue sources that are restricted or committed for purposes other than debt service and capital outlay, and that comprise a substantial portion of the fund's resources. The District maintains three non-major special revenue funds:

1. Adult Education Fund is used to account for resources committed to adult education programs maintained by the District.
2. Child Development Fund is used to account for resources committed to child development programs maintained by the District.
3. Cafeteria Fund is used to account separately for federal, state, and local resources received and expenditures authorized by the Board to operate the District's food service program.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Fund Accounting (Continued)

NON-MAJOR GOVERNMENTAL FUNDS (CONCLUDED):

Capital Projects Funds are used to account for and report financial resources that are restricted, committed or assigned to expenditures for capital outlays, including the acquisition or construction of capital facilities and other capital assets. The District maintains three non-major capital projects funds:

1. Building Fund is used to account for the renovation, modernization, and new construction of major governmental capital facilities and buildings from the proceeds of the sale of general obligation bonds.
2. Capital Facilities Fund is used to account for resources received from developer impact fees assessed under provisions of the California Environmental Quality Act (CEQA). Expenditures are restricted to the purposes specified in Government Code Sections 65970-65981.
3. County School Facilities Fund is used to account for the State allocation and District matches and related expenditures made for modernization, new construction and hardship projects.

FIDUCIARY FUNDS:

Agency Funds are used to account for assets of others for which the District acts as an agent. The District maintains student body funds, which are used to account for the raising and expending of money to promote the general welfare, morale, and educational experience of the student body. Agency funds are custodial in nature and do not involve measurement of results of operations. Such funds have no equity accounts since all assets are due to individuals or entities at some future time.

The amounts reported for student body funds represent the combined totals of all schools within the District.

E. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. Budgets and Budgetary Accounting (Concluded)

These budgets are revised by the District's Board of Trustees and District Superintendent during the year to give consideration to unanticipated income and expenditures. The original and final revised are presented for the General Fund and Major Special Revenue Funds as required supplementary information in the financial statements.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account (see Note 3).

The District did not adopt a budget for the Bond Interest and Redemption Fund in 2010-2011.

F. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated at June 30.

G. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

H. Assets, Liabilities and Equity

1. Deposits and Investments

Cash balances held in banks and in revolving funds are insured to \$250,000 by the Federal Deposit Insurance Corporation.

In accordance with *Education Code* Section 41001, the District maintains substantially all of its cash in the County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investments losses are proportionately shared by all funds in the pool.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

H. Assets, Liabilities and Equity (Continued)

1. Deposits and Investments (Concluded)

The county is authorized to deposit cash and invest excess funds by California *Government Code* Section 53648 et seq. The funds maintained by the county either are secured by federal depository insurance or are collateralized.

Investments Valuation - In accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*, highly liquid market investments with maturities of one year or less at time of purchase are stated at amortized cost. All other investments are stated at fair value. Market value is used as fair value for those securities for which market quotations are readily available. However, the District's financial statements do not reflect the fair value of investments as the differences between total investment cost and fair value has been determined to be immaterial.

2. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the consumption method, in that inventory acquisitions are initially recorded in inventory (asset) accounts, and are charged as expenditures when used. Reported inventories are equally offset by nonspendable fund balance, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets. The District's cafeteria inventory valuation is First-in-First-out (FIFO).

Prepaid expenditures (expenses) represent amounts paid in advance of receiving goods or services. The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditures in the benefitted period.

3. Capital Assets

Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on all assets is provided on the straight-line basis over an estimated useful life of 5 to 50 years depending on the asset class.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

H. Assets, Liabilities and Equity (Continued)

4. Deferred Revenue

Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenditures have been incurred. Deferred revenue is recorded to the extent that cash received on specific projects and programs exceeds qualified expenditures.

5. Compensated Absences

All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken, since such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires. At retirement, each classified member will receive .004 year of service credit for each day of unused sick leave. Credit for unused sick leave is applicable to all certificated employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full-time.

6. Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Assets.

7. Net Assets

In the government-wide financial statements, net assets are classified in the following categories:

Invested in Capital Assets, Net of Related Debt - This amount consists of capital assets net of accumulated depreciation and reduced by outstanding debt that attributed to the acquisition, construction, or improvement of the assets.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

H. Assets, Liabilities and Equity (Continued)

7. Net Assets (Concluded)

Restricted Net Assets - This amount is restricted by external creditors, grantors, contributors, laws or regulations of other governments.

Unrestricted Net Assets - This amount is all net assets that do not meet the definition of "invested in capital assets, net of related debt" or "restricted net assets".

8. Use of Restricted/Unrestricted Net Assets

When an expense is incurred for purposes for which both restricted and unrestricted net assets are available, the District's policy is to apply restricted net assets first.

9. Fund Equity

As discussed in Note 11, the District has implemented GASB 54 in fiscal year 2010-11. GASB 54 implements a five-tier fund balance classification hierarchy that depicts the extent the District is bound by spending constraints imposed on the use of its resources:

Nonspendable Fund Balance - Includes the portions of fund balance not appropriable for expenditures.

Restricted Fund Balance - Includes amounts subject to externally imposed and legally enforceable constraints.

Committed Fund Balance - Includes amounts subject to District constraints self-imposed by formal action of the District Governing Board.

Assigned Fund Balance - Includes amounts the District intends to use for a specific purpose. Assignments may be established by the District Governing Board, or the Superintendent of the District, with the recommendation of the Director of Fiscal Services.

Unassigned Fund Balance - Includes the residual balance that has not been assigned to other funds and is not restricted, committed, or assigned to specific purposes.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

H. Assets, Liabilities and Equity (Continued)

9. Fund Equity (Continued)

Fund Balances

The District's fund balances at June 30, 2011 consisted of the following:

	General Fund	Bond Interest and Redemption Fund	Other Governmental Funds	Total
Nonspendable:				
Revolving Fund	\$ 10,000		\$ 550	\$ 10,550
Stores Inventory	23,167		15,450	38,617
Prepaid Expenditures	61,113			61,113
Total Nonspendable Fund Balance	94,280		16,000	110,280
Restricted For:				
Legally Restricted Categorical Funding	1,200,151			1,200,151
Debt Service		\$ 2,149,016		2,149,016
Purpose of Fund			1,044,471	1,044,471
Total Restricted Fund Balance	1,200,151	2,149,016	1,044,471	4,393,638
Assigned For:				
Purpose of Fund			1,521,870	1,521,870
Operation of Charter School Programs	184,030			184,030
Future Facilities Maintenance/Repairs	203,113			203,113
Covering Deficit Balance in Fund 25	1,317,406			1,317,406
Total Assigned Fund Balance	1,704,549	0	1,521,870	3,226,419
Unassigned:				
Reserve for Economic Uncertainties	1,090,000			1,090,000
Other Unassigned	2,293,378		(1,317,406)	975,972
Total Unassigned Fund Balance	3,383,378	0	(1,317,406)	2,065,972
Total Fund Balances	\$ 6,382,358	\$ 2,149,016	\$ 1,264,935	\$ 9,796,309

Fund Balance Policy

The District believes that sound financial management principles require that sufficient funds be retained by the District to provide a stable financial base at all times. To retain this stable financial base, the District needs to maintain unrestricted fund balance in its General Fund sufficient to fund cash flows of the District and to provide financial reserves for unanticipated expenditures and/or revenue shortfalls of an emergency nature.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

H. Assets, Liabilities and Equity (Continued)

9. Fund Equity (Concluded)

Fund Balance Policy (Concluded)

The purpose of the District's fund balance policy is to maintain a prudent level of financial resources to protect against reducing service levels because of temporary revenue shortfalls or unpredicted one-time expenditures.

The District has adopted a policy to achieve and maintain unrestricted fund balance in the General Fund of 3% of total General Fund expenditures, other uses and transfers out at the close of each fiscal year, consistent with the recommended level promulgated by the State of California.

Additional detailed information, along with the complete *Fund Balance Policy* can be obtained from the District.

10. Revenue Limit/Property Tax

The District's revenue limit is received from a combination of local property taxes, state apportionments, and other local sources.

The county is responsible for assessing, collecting, and apportioning property taxes. Taxes are levied for each fiscal year on taxable real and personal property in the county. The levy is based on the assessed values as of the preceding January 1, which is also the lien date. Property taxes on the secured roll are due on November 1 and February 1, and taxes become delinquent after December 10 and April 10, respectively. Property taxes on the unsecured roll are due on the lien date (January 1), and become delinquent if unpaid by August 31.

Secured property taxes are recorded as revenue when apportioned, in the fiscal year of the levy. The county apportions secured property tax revenue in accordance with the alternate method of distribution prescribed by Section 4705 of the California *Revenue and Taxation Code*. This alternate method provides for crediting each applicable fund with its total secured taxes upon completion of the secured tax roll - approximately October 1 of each year.

The County Auditor reports the amount of the District's allocated property tax revenue to the California Department of Education. Property taxes are recorded as local revenue limit sources by the District.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONCLUDED)

H. Assets, Liabilities and Equity (Concluded)

10. Revenue Limit/Property Tax (Concluded)

The California Department of Education reduces the District's entitlement by the District local property tax revenue. The balance is paid from the state General Fund, and is known as the State Apportionment.

The District's Base Revenue Limit is the amount of general-purpose tax revenue, per average daily attendance (ADA), that the District is entitled to by law. This amount is multiplied by the second period ADA to derive the District's total entitlement.

I. New GASB Accounting Standard Adoption

In March, 2009 the Governmental Accounting Standards Board (GASB) issued GASB Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions in an effort to improve the consistency in reporting fund balance components, enhance fund balance presentation, improve the usefulness of fund balance information, and clarify the definitions of the governmental fund types. The classification requirements in GASB 54 improve financial reporting by providing fund balance categories and classifications that are more easily understood. The requirements of GASB 54 are effective for financial statements for period beginning after June 15, 2010 making the new standard effective for the year ending June 30, 2011.

NOTE 2 - CASH AND INVESTMENTS

A. Cash and Investments

The District had the following cash and investments at June 30, 2011:

	Fair Value	Carrying Amount	Credit Quality Rating
<u>Cash</u>			
Cash in Banks	\$ 155,733	\$ 155,733	Not Rated
Cash in Revolving Fund	10,550	10,550	Not Rated
Cash in County Treasury (net of \$1,316,469 deficit cash)	5,611,663	5,611,525	Not Rated
Total Cash	5,777,946	5,777,808	
<u>Investments</u>			
Cash in Treasury - Sacramento County Pool	212,650	212,315	Not Rated
Total Cash and Investments	\$ 5,990,596	\$ 5,990,123	

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 2 - CASH AND INVESTMENTS (CONTINUED)

A. Cash and Investments (Concluded)

The following is a summary of cash and investments at June 30, 2011:

<u>Governmental Activities</u>	<u>Fiduciary Funds Statement of Net Assets</u>	<u>Total</u>
<u>\$5,834,390</u>	<u>\$155,733</u>	<u>\$5,990,123</u>

B. Cash

Cash in Banks and in Revolving Fund

Cash balances in banks and revolving funds are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). These amounts are held within various financial institutions. As of June 30, 2011 the carrying amount of the District's accounts was \$166,283.

Cash in County Treasury

In accordance with *Education Code* Section 41001, the District maintains substantially all of its cash with the County Treasury as part of the common investment pool, which totaled \$5,611,525 as of June 30, 2011. The fair market value of this pool as of that date, as provided by the pool sponsor, was \$5,611,663. The District is considered to be an involuntary participant in the external investment pool. Interest is deposited into participating funds. The county is restricted by *Government Code* Section 53635, pursuant to Section 53601, to invest in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasury's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements.

The District ended the year with a negative cash balance in the Capital Facilities Fund of \$1,316,469. Under policies set by Sacramento County Treasurer's Office, the District is allowed to carry a negative cash balance in a fund as long as combined District cash is positive. The District is charged interest on the negative balance by the County Treasurer.

C. Investments

The Superintendent or designee may invest as permitted by law, all or part of any surplus monies not required for immediate District operations. Such investments shall be limited to securities specified in Government Code 16430, 53601 and 53635.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 2 - CASH AND INVESTMENTS (CONCLUDED)

C. Investments (Concluded)

Cash with Fiscal Agent - Sacramento County

The District maintains its investment with the Sacramento County Treasurer. The Sacramento County Department of Finance has reported these funds are currently held in Cash in County Treasury in the County's group of accounts. This investment totaled \$212,315 as of June 30, 2011. The fair market value of this pool as of that date, as provided by the pool sponsor, was \$212,320.

D. Risk Disclosures

At June 30, 2011 the District had the following investment maturities:

<u>Investment Type</u>	<u>Fair Value</u>	<u>Investment Maturities (in years)</u>		
		<u>Less than 1</u>	<u>1 to 2</u>	<u>3 or more</u>
County Treasury	\$ 5,611,663	\$ 4,529,173	\$ 644,219	\$ 438,271
County Treasury-Sacramento County	212,320	171,364	24,374	16,582
Total	<u>\$ 5,823,983</u>	<u>\$ 4,700,537</u>	<u>\$ 668,593</u>	<u>\$ 454,853</u>

NOTE 3 - EXCESS OF EXPENDITURES OVER APPROPRIATIONS

As of June 30, 2011, excess of expenditures over appropriations in individual funds are as follows:

	<u>Excess Expenditures</u>
Major Governmental Funds:	
General Fund	
Capital Outlay	\$ 46,847

Unanticipated expenditures occurred for which the budgets were not revised. The District did not prepare a budget for the Bond Interest and Redemption Fund.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2011 consist of the following:

	General Fund	Bond Interest and Redemption Fund	Other Governmental Funds	Total
Federal Government				
Categorical Aid Programs	\$ 279,918		\$ 140,607	\$ 420,525
State Government				
Revenue Limit	5,880,351			5,880,351
Categorical Aid Programs	705,991			705,991
Lottery	366,521			366,521
Other	629,817		12,404	642,221
Total State Government	7,582,680		12,404	7,595,084
Local Government	43,899			43,899
Interest	4,433	\$ 6,318	1,744	12,495
Miscellaneous	25,191			25,191
Total Accounts Receivable	\$ 7,936,121	\$ 6,318	\$ 154,755	\$ 8,097,194

NOTE 5 - INTERFUND TRANSACTIONS

Interfund transactions are reported as either loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables, as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers among governmental are netted as part of the reconciliation to the government-wide financial statements.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 5 - INTERFUND TRANSACTIONS (CONCLUDED)

Interfund Receivables/Payables (Due From/Due To)

Individual fund interfund receivable and payable balances at June 30, 2011 are as follows:

	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
Major Governmental Funds:		
General Fund	\$ 77,056	\$ 32,044
Non-Major Governmental Funds:		
Adult Education Fund	32,044	299
Child Development Fund		29,240
Cafeteria Fund		47,517
	<u> </u>	<u> </u>
Total	<u>\$ 109,100</u>	<u>\$ 109,100</u>

Interfund Transfers

Interfund transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended.

	<u>Transfers In</u>	<u>Transfers Out</u>
Major Governmental Funds:		
General Fund		\$ 53,044
Non-Major Governmental Funds:		
Adult Education Fund	\$ 53,044	
	<u> </u>	<u> </u>
Total	<u>\$ 53,044</u>	<u>\$ 53,044</u>

The District transferred \$53,044 from the General Fund to the Adult Education Fund to provide additional resources for the adult education program.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 6 - UNAMORTIZED BOND ISSUANCE COSTS

The District incurred bond issuance costs for each of its bond issues, \$754,679 in total. These costs are being amortized using the straight-line method over the life of the related bond issue as an increase in annual interest expense. The annual amortization of the bond issuance costs is as follows:

Year Ended June 30	Annual Amortization
2012	\$ 46,614
2013	43,135
2014	43,135
2015	43,135
2016	43,135
2017-2021	180,962
2022-2026	122,455
2027-2031	115,510
2032	21,130
Total	<u>\$ 659,211</u>

NOTE 7 - CAPITAL ASSETS AND DEPRECIATION

Capital asset activity for the year ended June 30, 2011 is shown below:

	Balance July 01, 2010	Additions	Deductions	Balance June 30, 2011
Capital assets, not being depreciated:				
Land	\$ 10,509,396			\$ 10,509,396
Work in progress	20,486,978	\$ 671,743	\$ 20,007,460	1,151,261
Total capital assets, not being depreciated	<u>30,996,374</u>	<u>671,743</u>	<u>20,007,460</u>	<u>11,660,657</u>
Capital assets being depreciated:				
Buildings	71,909,598	19,901,107	333,782	91,476,923
Improvements of sites	13,477,974	106,384		13,584,358
Equipment	2,808,574	61,334	55,400	2,814,508
Total capital assets, being depreciated	<u>88,196,146</u>	<u>20,068,825</u>	<u>389,182</u>	<u>107,875,789</u>
Less accumulated depreciation for:				
Buildings	26,773,290	2,084,979	246,342	28,611,927
Improvements of sites	8,961,783	490,746		9,452,529
Equipment	2,330,932	97,601	53,530	2,375,003
Total accumulated depreciation	<u>38,066,005</u>	<u>2,673,326</u>	<u>299,872</u>	<u>40,439,459</u>
Total capital assets, being depreciated, net	<u>50,130,141</u>	<u>17,395,499</u>	<u>89,310</u>	<u>67,436,330</u>
Governmental activities capital assets, net	<u>\$ 81,126,515</u>	<u>\$ 18,067,242</u>	<u>\$ 20,096,770</u>	<u>\$ 79,096,987</u>

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 7 - CAPITAL ASSETS AND DEPRECIATION (CONCLUDED)

Depreciation expense was charged to governmental activities as follows:

Depreciation (unallocated) \$ 2,673,326

NOTE 8 - TAX REVENUE ANTICIPATION NOTES

On April 14, 2011, the District issued \$2,780,000 in tax revenue anticipation notes (TRANS) with a yield rate of 1%. The TRANS are a general obligation of the District and are payable from revenue and cash receipts to be generated by the District. There are no contractual obligations related to the issuance other than the TRANS agreement. The note matures on January 31, 2012 and bears interest of 2.5%. Proceeds from the notes can be drawn upon throughout the period if cash shortages arise.

NOTE 9 - UNAMORTIZED BOND PREMIUMS

The District sold its 2001 Refunding Bonds and Series 2007D Bonds at a premium of \$229,604 and \$556,177, respectively. The premiums are being amortized using the straight-line method over the life of the related bond issue as a reduction in annual interest expense. The annual amortization of the bond premiums is as follows:

<u>Year Ended</u> <u>June 30</u>	<u>Annual</u> <u>Amortization</u>
2012	\$ 39,038
2013	39,038
2014	39,038
2015	39,038
2016	39,038
2017-2021	143,395
2022-2026	115,510
2027-2031	115,510
2032	<u>21,166</u>
Total	<u>\$ 590,771</u>

NOTE 10 - BONDED DEBT

On April 2, 1992, the District issued 1992 General obligation Bonds, Series A totaling \$4,339,733. The bonds were authorized in a special election on November 5, 1991, by a greater than two-thirds majority of registered voters in the District. Bond proceeds were used to acquire land for future schools, construction of new facilities, and rehabilitation of existing facilities. Repayment of the Bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds were comprised of Current Interest Bonds and Capital Appreciation Bonds. The bonds bear interest rates from 6.5% to 6.95% and are scheduled to mature through 2012.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 10 - BONDED DEBT (CONTINUED)

On August 1, 1992, the District issued 1992 General Obligation Bonds, Series "B" totaling \$3,069,796. Bond proceeds were used to acquire land for future schools, construction of new facilities, and rehabilitation of existing facilities. Repayment of the bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds were comprised of Current Interest Bonds and Capital Appreciation Bonds. The bonds bear interest rates from 5.85% to 6.30% and are scheduled to mature through 2017.

On March 4, 1997, the District issued 1992 General Obligation Bonds, Series "C" totaling \$15,974,099. Bond proceeds were used to acquire land for future schools, construction of new facilities, and rehabilitation of existing facilities. Repayment of the bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds bear interest rates from 4.55% to 5.8% and are scheduled to mature through 2022.

On April 4, 2001, the District issued 1992 General Obligation Refunding Bonds, totaling \$1,848,632. The bonds were issued to refund a portion of the District's outstanding 1992 General Obligation Bonds, Series A, originally issued on April 2, 1992. The proceeds of the bonds were placed in an escrow account for the sole benefit of prior bonds. Repayment of the bond is made from the special parcel tax revenues levied in connection with the 1992 General Obligation Bond, Series A issuance. The bonds were comprised of Current Interest Bonds and Capital Appreciation Bonds. The bonds bear interest rates from 3.0% to 5.33% and are scheduled to mature through 2018.

On May 17, 2007, the District issued 1992 General Obligation Bonds, Series "D" totaling \$24,998,234. Bond proceeds of \$5,421,608 were used to repay the District's remaining 2003 Refunding Certificates of participation balance and accrued interest. The remaining proceeds were used to acquire, expand and construct school facilities. Repayment of the bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds bear interest rates from 4.5% to 5.9% and are scheduled to mature through 2032.

The outstanding general obligation bonded debt at June 30, 2011 is:

Date of Issue	Interest Rate %	Maturity Date	Amount of Original Issue	Outstanding July 1, 2010	Redeemed Current Year	Accreted Interest Current Year	Outstanding June 30, 2011
1992	6.50-6.70	2012	\$ 4,339,733	\$ 462,901	\$ 250,000	\$ 26,143	\$ 239,044
1992	3.50-6.30	2017	3,069,796	3,218,167	458,341	179,068	2,938,894
1997	3.30-4.75	2022	15,974,099	30,467,841	1,050,000	1,681,188	31,099,029
2001	3.00-5.33	2018	1,848,632	1,761,497	65,000	69,549	1,766,046
2007	3.75-4.73	2032	24,998,234	29,797,080		1,493,698	31,290,778
Totals			<u>\$ 50,230,494</u>	<u>\$ 65,707,486</u>	<u>\$ 1,823,341</u>	<u>\$ 3,449,646</u>	<u>\$ 67,333,791</u>

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 10 - BONDED DEBT (CONCLUDED)

The annual requirements to amortize the General Obligation Bonds payable are as follows:

Year Ended June 30	Principal	Interest	Total
2012	\$ 880,610	\$ 1,260,522	\$ 2,141,132
2013	1,142,946	1,296,326	2,439,272
2014	1,251,047	1,543,418	2,794,465
2015	1,394,292	1,974,829	3,369,121
2016	1,178,102	2,481,301	3,659,403
2017-2021	7,908,467	19,786,533	27,695,000
2022-2026	12,364,644	19,615,356	31,980,000
2027-2031	12,342,352	21,802,648	34,145,000
2032	2,309,004	5,130,996	7,440,000
Totals	\$ 40,771,464	\$ 74,891,929	\$ 115,663,393

NOTE 11 - OTHER POST EMPLOYMENT BENEFITS

In addition to the benefits described in Note 16, the District provides health, vision and dental benefits to qualified retirees. The Post Employment Benefit Plan (Plan) is a single-employer defined benefit healthcare plan administered by the District. The Plan provides medical, dental, and vision insurance benefits to eligible retirees and their spouses. Membership of the Plan consists of 61 retirees and beneficiaries currently receiving benefits and 482 active plan members. The unfunded portion of annual required contributions (net OPEB obligation) is presented in the statement of net assets as a portion of long-term obligations.

Funding Policy

In order to fully fund the plan, the District would be required to contribute the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities over a period not to exceed thirty years.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 11 - OTHER POST EMPLOYMENT BENEFITS (CONTINUED)

Annual OPEB Cost

The District's annual OPEB cost, the percentage of annual OPEB cost contributed to the plan, and the net OPEB obligation for the first three years of implementing the standard was as follows:

<u>Fiscal Year Ended June 30</u>	<u>Annual OPEB Cost</u>	<u>Percentage of Annual OPEB Cost Contributed</u>	<u>Net OPEB Obligation</u>
2011	\$877,731	23.2%	\$1,819,684
2010	\$853,549	35.3%	\$1,145,931
2009 (transition year)	\$839,683	29.3%	\$ 593,568

The District's annual other post-employment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities over a period not to exceed thirty years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the District's net OPEB obligation:

Annual required contribution	\$ 897,352
Interest on OPEB obligation	57,297
Adjustment to annual required contribution	<u>(76,918)</u>
Annual OPEB cost (expense)	877,731
Payments made	<u>(203,978)</u>
Increase in net OPEB obligation	673,753
Net OPEB obligation-beginning of year	<u>1,145,931</u>
Net OPEB obligation-end of year	<u>\$1,819,684</u>

Funding Status and Funding Progress

As of July 1, 2010, the most recent actuarial valuation date, the actuarial accrued liability for benefits was \$6.5 million, all of which is unfunded.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 11 - OTHER POST EMPLOYMENT BENEFITS (CONCLUDED)

Funding Status and Funding Progress (Concluded)

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

The funded status of the plan as of June 30, 2011 was as follows:

Actuarial accrued liability (AAL)	\$6,459,790
Actuarial value of plan assets	0
Unfunded actuarial accrued liability (UAAL)	<u>\$6,459,790</u>
Funded ratio (actuarial value of plan assets/AAL)	0.00%

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefits costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the July 1, 2010, actuarial valuation, the "projected unit credit" actuarial cost method was used. The actuarial assumptions included a 5.0% projected unit credit investment rate of return (net of administrative expenses), which is a blended rate of the expected long-term investment returns on plan assets and on the employer's own investments calculated based on the funded level of the plan at the valuation date, and an annual healthcare cost trend rate of 8% for medical and 5% for dental and vision. The UAAL is being amortized as a level percentage of projected payroll on an open basis. The remaining amortization period at June 30, 2011, was twenty-seven years.

NOTE 12 - EARLY RETIREMENT INCENTIVES

During the 2003-2004 fiscal year, the District adopted an early retirement incentive program, pursuant to Education Code Sections 22714 and 44929, whereby the service credit to eligible employees is increased by two years. Eligible employees had five or more years of service under the State Teachers' Retirement System (STRS) and retired during a period of not more than 120 days or less than 60 days from the date of the formal action taken by the District. Certificated employees who had reached the age of 55 and had at least one year of CalSTRS service were eligible to participate.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 12 - EARLY RETIREMENT INCENTIVES (CONCLUDED)

The District's future obligation to fund the plan is as follows:

Year Ended <u>June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2012	\$35,305	\$ 4,599	\$39,904
2013	<u>35,306</u>	<u>3,188</u>	<u>38,494</u>
Total	<u>\$70,611</u>	<u>\$7,787</u>	<u>\$78,398</u>

NOTE 13 - LEASES

A. Capital Lease Obligations

On July 18, 2010, the District entered into a sixty month lease of thirty Apple computers. The agreement provides for title to pass upon expiration of the lease period. Future minimum lease payments under this agreement are as follows:

Year Ended <u>June 30</u>	<u>Future Minimum Lease Payments</u>
2012	\$ 13,005
2013	13,005
2014	13,005
2015	<u>13,005</u>
Total payments	52,020
Less amounts representing interest and administrative fees	<u>(7,611)</u>
Present value of net minimum lease payments	<u>\$ 44,409</u>

B. Operating Leases

The District has entered into two office equipment leases that extend beyond the current fiscal year. The District does not intend to buy-out the equipment at the end of the lease and historically has turned in the old equipment for new. The following is a schedule by year of minimum future rentals on non-cancelable operating leases as of June 30, 2011:

Year Ended <u>June 30</u>	<u>Future Minimum Rent Payments</u>
2012	\$ 394,539
2013	389,184
2014	389,184
2015	389,184
2016	<u>129,728</u>
Total	<u>\$ 1,691,819</u>

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 14 - OTHER LONG-TERM DEBT

On February 1, 2011, the District agreed to a settlement with the State of California for \$386,000 to be paid over eight years. The settlement was for a case involving the Antelope View Charter School and an attendance finding in fiscal year ending June 30, 2007. The amount payable to the State is a non-interest bearing penalty and the amortization of the liability as follows:

Year Ended <u>June 30</u>	<u>Principal</u>
2012	\$ 48,250
2013	48,250
2014	48,250
2015	48,250
2016	48,250
2017-2018	<u>144,750</u>
Total	<u>\$386,000</u>

NOTE 15 - LONG-TERM DEBT

A schedule of changes in long-term debt for the year ended June 30, 2011 is shown below:

	Balance <u>July 1, 2010</u>	<u>Additions</u>	<u>Deductions</u>	Balance <u>June 30, 2011</u>	Due Within <u>One Year</u>
General Obligation Bonds	\$ 65,707,486	\$ 3,449,646	\$ 1,823,341	\$ 67,333,791	\$ 2,085,382
Other Post-employment Benefits	1,145,931	877,731	203,978	1,819,684	
Early Retirement Incentives	105,916		35,305	70,611	35,305
Capital Leases		57,414	13,005	44,409	10,055
Other Long-term Debt	386,000			386,000	48,250
Compensated Absences	<u>114,066</u>		<u>29,055</u>	<u>85,011</u>	<u>85,011</u>
Totals	<u>\$ 67,459,399</u>	<u>\$ 4,384,791</u>	<u>\$ 2,104,684</u>	<u>\$ 69,739,506</u>	<u>\$ 2,264,003</u>

Payments on the general obligation bonds will be made from the Bond Interest and Redemption Fund. All other payments will be made from the General Fund.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 16 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under cost-sharing multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

A. State Teachers' Retirement System (STRS)

Plan Description. The Center Joint Unified School District contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from the STRS, 100 Waterfront Place, West Sacramento, California 95610.

Funding Policy. Active plan members are required to contribute 8.0% of their salary and the Center Joint Unified School District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2010-2011 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The Center Joint Unified School District's contributions to STRS for the fiscal year ending June 30, 2011, 2010, and 2009 were \$1,574,302, \$1,680,866 and \$1,767,558, respectively, and equal 100% of the required contributions for each year.

B. California Public Employees Retirement System (CalPERS)

Plan Description. The Center Joint Unified School District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 Q Street, Room 1820, Sacramento, CA 95814.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 16 - EMPLOYEE RETIREMENT SYSTEMS (CONCLUDED)

B. California Public Employees Retirement System (CalPERS) (Concluded)

Funding Policy. Active plan members are required to contribute 7.0% of their salary and the Center Joint Unified School District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal 2010-2011 was 10.707% of annual payroll. The contribution requirements of the plan members are established by State statute. The Center Joint Unified School District's contributions to CalPERS for the fiscal year ending June 30, 2011, 2010 and 2009 were \$449,879, \$629,498 and \$613,164, respectively and equal 100% of the required contributions for each year.

C. Social Security

As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (STRS or PERS) must be covered by social security or an alternative plan. The District has elected to use Social Security.

D. On Behalf Payment

The State of California makes contributions to STRS and PERS on behalf of the District. These payments consist of State General Fund contributions to STRS and contributions to PERS for the year ended June 30, 2011. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures; however, guidance received from the California Department of Education advises local education agencies not to record these amounts in the Annual Financial and Budget Report. These amounts also have not been recorded in these financial statements.

NOTE 17 - STUDENT BODY FUNDS

The Student Body Funds often engage in activities, which involve cash transactions. These transactions are not subject to adequate internal accounting control prior to deposits being recorded in the bank accounts. It has been determined on a cost benefit basis that providing increased internal control in this area does not justify the additional costs that would be necessary to control receipts prior to the point of deposit.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 18 - COMMITMENTS AND CONTINGENCIES

A. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2011.

B. State and Federal Allowances, Awards and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. If the review or audit discloses exceptions, the District may incur a liability to grantor agencies.

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

C. Joint Ventures

The District participates in a joint venture under a joint powers agreement (JPA) with the Schools Insurance Group. The relationship between the District and the JPA is such that the JPA is not a component unit of the District for financial reporting purposes.

The JPA arranges for and/or provides coverage for its members. The JPA is governed by a board consisting of a representative from each member district. The board controls the operations of their JPA, including selection of management and approval of operating budgets independent of any influence by the member districts beyond their representation on the Board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in the JPA.

D. Retiree Health Payment Options

In addition to pension benefits described in Notes 11 and 16, retirees meeting the eligibility criteria may provide additional service to the District, compensation for which shall be used for the purchase of the retiree's continued medical benefits. At the beginning of each school year the annual cost of retiree health benefits are calculated for retirees expressing interest to work in order to secure payment for health benefits. This annual cost is then divided by the retirees' final daily rate to determine number of days required to work. Retirees are paid through the payroll system and wages credited back to the District.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 18 - COMMITMENTS AND CONTINGENCIES (CONCLUDED)

E. Retiree Health Payment Options

Currently 32 retirees meet this eligibility requirement. The District pays the insurance premiums to maintain the level of coverage received by the retiree immediately preceding retirement. Expenditures for post-retirement health care benefits are recognized as the premiums are paid. During the year ended June 30, 2011, \$207,308 was recognized for post-employment health care. The District does not recognize a liability at June 30, 2011 for the future cost of providing these postemployment benefits since the District cost is contingent on the retiree continuing to be employed.

NOTE 19 - NEGATIVE ENDING FUND BALANCE

The Capital Facilities Fund ended the year with a negative ending fund balance of \$1,317,406. The negative fund balance will be eliminated by future program surpluses and transfer from other funds. The District has assigned an equal amount of ending fund balance in the General Fund.

NOTE 20 - RISK MANAGEMENT

A. Property and Liability

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees and natural disasters. During fiscal year ending June 30, 2011, the District contracted with Schools Insurance Authority, JPA (SIA) for property and liability insurance coverage and Schools Insurance Authority, JPA for theft insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant change in coverage from the prior year.

B. Workers' Compensation

For fiscal year 2011, the District participated in the Schools Insurance Authority, JPA (SIA), an insurance purchasing pool. The intent of the SIA pool is to achieve the benefit of a reduced premium for the District by virtue of its grouping and representation with other participants in the SIA pool.

CENTER JOINT UNIFIED SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2011

NOTE 20 - RISK MANAGEMENT (CONCLUDED)

B. Workers' Compensation (Concluded)

The workers' compensation experience of the participating districts is calculated as one experience and a common premium rate is applied to all districts in the SIA pool. Each participant pays its workers' compensation premium based on its individual rate. Total savings are then calculated and each participant's individual performance is compared to the overall savings percentage. A participant will then either receive money from or be required to contribute to the "equity-pooling fund." This "equity pooling" arrangement insures that each participant shares equally in the overall performance of the SIA pool. Participation in the SIA pool is limited to districts that can meet the SIA pool selection criteria.

NOTE 21 - RESTATEMENT OF FUND BALANCES

As described in Note 1I, the District adopted Governmental Accounting Standards Board (GASB) Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions. The District separately reports activity in Special Revenue Funds. GASB Statement 54 clarifies this fund type is used only to report the proceeds of specific revenue sources that are restricted or committed. The Charter School Fund, Deferred Maintenance Fund and Special Reserve Fund for Other Than Capital Outlay Projects do not meet the criteria of a Special Revenue Fund under GASB 54 and are reported in the General Fund.

The effect of this change in reporting is a restatement of beginning fund balances as follows:

	General Fund	Charter School Fund	Deferred Maintenance Fund	Special Reserve Fund for Other Than Capital Outlay Projects
Fund Balances, June 30, 2010, as originally reported	\$ 3,714,511	\$ 177,209	\$ 306,878	\$ 2,317,374
Report activity in the General Fund previously accounted for separately in a Special Revenue Fund	2,801,461	(177,209)	(306,878)	(2,317,374)
Fund Balances, June 30, 2010, as restated	\$ 6,515,972	\$ 0	\$ 0	\$ 0

NOTE 22 - SUBSEQUENT EVENTS

Management has evaluated subsequent events through November 7, 2011, the date on which the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY INFORMATION SECTION

CENTER JOINT UNIFIED SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES - BUDGET (NON-GAAP) AND ACTUAL
GENERAL FUND
FOR THE FISCAL YEAR ENDED JUNE 30, 2011

	Budgeted Amounts			Variance with Final Budget - Positive (Negative)
	Original	Final	Actual Amounts (Budgetary Basis)	
Revenues				
Revenue Limit Sources:				
State Apportionments	\$ 18,651,634	\$ 19,635,142	\$ 20,827,090	\$ 1,191,948
Local Sources	6,228,944	6,376,735	5,176,119	(1,200,616)
Total Revenue Limit	24,880,578	26,011,877	26,003,209	(8,668)
Federal Revenue	2,423,393	4,832,415	4,109,845	(722,570)
Other State Revenue	5,216,108	5,525,413	5,467,536	(57,877)
Other Local Revenue	2,346,896	2,584,008	2,262,327	(321,681)
Total Revenues	34,866,975	38,953,713	37,842,917	(1,110,796)
Expenditures				
Certificated Salaries	18,645,857	20,129,009	19,542,860	586,149
Classified Salaries	6,382,142	6,665,757	6,390,319	275,438
Employee Benefits	6,838,521	7,539,467	7,244,982	294,485
Books and Supplies	1,321,848	1,956,975	827,095	1,129,880
Services and Other				
Operating Expenditures	3,870,684	4,570,618	3,674,621	895,997
Capital Outlay		38,000	84,847	(46,847)
Debt Service:				
Principal Retirement	213,567	169,338	48,310	121,028
Interest and Fiscal Charges	15,898	15,898	5,594	10,304
Other Outgo	181,723	285,677	162,273	123,404
Total Expenditures	37,470,240	41,370,739	37,980,901	3,389,838
Excess of Revenues (Under) Expenditures	(2,603,265)	(2,417,026)	(137,984)	2,279,042
Other Financing Sources (Uses):				
Operating Transfers Out	(76,037)	(76,037)	(53,044)	(22,993)
Other Sources			57,414	57,414
Total Other Financing Sources (Uses)	(76,037)	(76,037)	4,370	34,421
Excess of Revenues and Other Sources (Under) Expenditures and Other Uses	(2,679,302)	(2,493,063)	(133,614)	2,359,449
Fund Balances - July 1, 2010 (Restated - Note 21)	6,009,541	6,515,972	6,515,972	0
Fund Balances - June 30, 2011	\$ 3,330,239	\$ 4,022,909	\$ 6,382,358	\$ 2,359,449

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

SUPPLEMENTARY INFORMATION SECTION

CENTER JOINT UNIFIED SCHOOL DISTRICT

ANTELOPE, CALIFORNIA

JUNE 30, 2011

ORGANIZATION

The Center Joint Unified School District was established on July 1, 1858 and comprises an area located in Sacramento and Placer Counties. There were no changes in the boundaries of the District during the current year. The District currently operates four elementary schools, one middle school and one high school. The District also maintains a continuation high school and an adult education program. The District is the authorizing LEA for Antelope View Charter School and Global Youth Charter School.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Matthew L. Friedman	President	2012
Nancy Anderson	Clerk	2012
Jeremy Hunt	Representative	2014
Donald E. Wilson	Member	2014
Kelly Kelley	Member	2014

ADMINISTRATION

· Scott Loehr
Superintendent

Jeanne Bess
Director of Fiscal Services

CENTER JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2011

	Second Period <u>Report</u>	Annual <u>Report</u>
<u>Elementary</u>		
Kindergarten	368	367
First through Third	1,007	1,009
Fourth through Sixth	1,029	1,026
Seventh and Eighth	684	682
Home and Hospital	1	1
Special Education	137	141
Extended Year	<u>1</u>	<u>1</u>
Total Elementary	<u>3,227</u>	<u>3,227</u>
<u>High School</u>		
Grades Nine through Twelve	1,221	1,215
Continuation Education	106	105
Home and Hospital	1	1
Special Education - Extended Year	62	64
Extended Year - Nonpublic	<u>1</u>	<u>1</u>
Total High School	<u>1,391</u>	<u>1,386</u>
Totals	<u>4,618</u>	<u>4,613</u>

Antelope View Charter School

<u>Elementary</u>		
Grade Four through Six	5	5
Classroom based ADA for Grade Four through Six	-	-
Grade Seven through Eight	44	43
Classroom based ADA for Grade Seven through Eight	-	-
<u>Secondary</u>		
Grade Nine through Twelve	106	107
Classroom based ADA Grade Nine through Twelve	<u>-</u>	<u>-</u>
Totals	<u>155</u>	<u>155</u>

Global Youth Charter School

<u>Secondary</u>		
Grade Nine through Twelve	79	77
Classroom based ADA Grade Nine through Twelve	<u>79</u>	<u>77</u>
Totals	<u>79</u>	<u>77</u>

Average daily attendance is a measurement of the numbers of pupils attending classes of the District and Charter Schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to the school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

SEE NOTES TO SUPPLEMENTARY INFORMATION

CENTER JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME OFFERED
FOR THE FISCAL YEAR ENDED JUNE 30, 2011

Grade Level	1986-1987 Minutes Requirement	1982-1983 Actual Minutes	2010-2011 Actual Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	29,920	36,150	180	In Compliance
Grade 1	50,400	48,400	54,400	180	In Compliance
Grade 2	50,400	48,400	54,400	180	In Compliance
Grade 3	50,400	48,400	54,400	180	In Compliance
Grade 4	54,000	50,160	54,200	180	In Compliance
Grade 5	54,000	50,160	54,200	180	In Compliance
Grade 6	54,000	50,160	59,226	180	In Compliance
Grade 7	54,000	50,160	59,226	180	In Compliance
Grade 8	54,000	50,160	59,226	180	In Compliance
Grade 9	64,800	64,592	65,255	180	In Compliance
Grade 10	64,800	64,592	65,255	180	In Compliance
Grade 11	64,800	64,592	65,255	180	In Compliance
Grade 12	64,800	64,592	65,255	180	In Compliance

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instruction time offered by the District and whether the District complied with the provisions of *Education Code* Sections 46200 through 46206.

Global Youth Charter School

Grade Level	1986-1987 Minutes Requirement	1986-1987 Minutes Requirement As Reduced	2010-2011 Actual Minutes	Number of Days Traditional Calendar	Status
Grade 9	64,800	62,949	65,525	180	In Compliance
Grade 10	64,800	62,949	65,525	180	In Compliance
Grade 11	64,800	62,949	65,525	180	In Compliance
Grade 12	64,800	62,949	65,525	180	In Compliance

For fiscal years 2009-2010 through 2012-2013, the minimum instructional minutes offered by the Charter School for each grade level has been reduced pursuant to the provisions of subdivision (a)(3) of *Education Code* Section 46201.

SEE NOTES TO SUPPLEMENTARY INFORMATION

CENTER JOINT UNIFIED SCHOOL DISTRICT

SCHEDULE OF CHARTER SCHOOLS

FOR THE FISCAL YEAR ENDED JUNE 30, 2011

This schedule is provided to list all charter schools chartered by the District and displays information for each charter school on whether or not the charter school is included in the District audit.

The District operated two charter schools during 2010-2011, Antelope View Charter School and Global Youth Charter School. The financial activities of Antelope View Charter School and Global Youth Charter School are combined and presented in the General Fund of the financial statements.

SEE NOTES TO SUPPLEMENTARY INFORMATION

CENTER JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR FISCAL YEAR ENDED JUNE 30, 2011

<u>Program Name:</u>	<u>Federal Catalog Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Program Expenditures</u>
US Department of Agriculture:			
Passed Through California			
Department of Education (CDE):			
National School Lunch *	10.555	13523	\$ 1,055,269
Especially Needy Breakfast	10.553	13526	209,148
Meal Supplements	10.556	13528	2,725
Total US Department of Agriculture			<u>1,267,142</u>
US Department of Education:			
Passed Through CDE:			
ARRA: State Fiscal Stabilization Fund	84.394	25008	249,099
Education Jobs Fund	84.410	25152	849,498
NCLB: Title I, Part A, Basic Grants	84.010	14329	962,484
NCLB: ARRA Title I, Part A, Basic Grants	84.389	15005	157,269
NCLB: Title II, Teacher Quality	84.367	14341	185,975
NCLB: Title II, Administrator Training	84.367	14344	1,250
NCLB: Title II, Enhancing Education Through Technology	84.318	14334	5,070
NCLB: ARRA Title II, Enhancing Education Through Technology	84.386	15019	16,907
NCLB: Title III, Limited English Proficient Student Program	84.365	14346	69,291
NCLB: Title X McKinney-Vento Homeless Assistance	84.196	14332	14,805
NCLB: ARRA Title X McKinney-Vento Homeless Assistance	84.387	15007	55,278
Special Education:			
IDEA: Basic Local Assistance Entitlement, Part B Section 611	84.027	13379	908,241
ARRA IDEA: Part B, Basic Local Assistance	84.391	15003	137,057
IDEA: Preschool Grants, Part B Section 619	84.173	13430	22,222
IDEA: Preschool Local Entitlement, Part B Section 611	84.027A	13682	44,400
ARRA IDEA: Preschool Local Entitlement, Part B Section 611	84.391	15002	773
Vocational Programs: Carl D. Perkins Career and Technical Education	84.048	14894	38,860
Passed Through California			
Department of Rehabilitation:			
State Vocational Rehabilitation Services Program	84.126A	27636	52,929
Total US Department of Education			<u>3,771,408</u>
US Department of Health and Human Services			
Medi-Cal Administrative Activities (MAA)	93.778	N/A	194,194
Medi-Cal Billing Option	93.778	N/A	144,243
Total US Department of Health and Human Services			<u>338,437</u>
Total Federal Programs			<u>\$ 5,376,987</u>

*Does not include commodities received, the fair value of these commodities was \$121,165.

SEE NOTES TO SUPPLEMENTARY INFORMATION

CENTER JOINT UNIFIED SCHOOL DISTRICT
RECONCILIATION OF UNAUDITED ACTUALS
WITH AUDITED FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2011

	General Fund	Charter School Fund	Deferred Maintenance Fund	Special Reserve Fund for Other Than Capital Outlay Projects
June 30, 2011, Annual Unaudited Actual Financial Report Fund Balance	\$ 3,666,076	\$ 184,030	\$ 203,113	\$ 2,329,139
Adjustments and Reclassifications Increasing (Decreasing) the Fund Balance:				
To conform with GAAP, activity reported separately by the District in certain Special Revenue Funds is reported in the General Fund in these financial statements.	2,716,282	(184,030)	(203,113)	(2,329,129)
Net Adjustments and Reclassifications	2,716,282	(184,030)	(203,113)	(2,329,129)
June 30, 2011, Audited Financial Statement Fund Balance	\$ 6,382,358	\$ 0	\$ 0	\$ 0

Auditor's Comments

The audited financial statements of all other funds were in agreement with the Unaudited Actual Financial Report for the year ended June 30, 2011.

CENTER JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2011

	Budget		Restated	
	2011-2012	2010-2011	2009-2010	2008-2009
<u>General Fund</u>				
Revenues and Other Financial Sources	\$ 34,945,597	\$ 37,900,331	\$ 37,515,749	\$ 42,592,999
Expenditures	35,194,819	37,980,901	40,358,021	42,131,199
Other Uses and Transfers Out	67,752	53,044		240,000
Total Outgo	35,262,571	38,033,945	40,358,021	42,371,199
Change in Fund Balance (Deficit)	(316,974)	(133,614)	(2,842,272)	221,800
Ending Fund Balance	\$ 3,662,216	\$ 6,382,358	\$ 6,515,972	\$ 9,358,254
Available Reserves	\$ 1,681,475	\$ 3,383,378	\$ 3,754,538	\$ 3,094,404
Reserve for Economic Uncertainties	\$ 1,012,824	\$ 1,090,000	\$ 1,155,655	\$ 1,210,438
Unassigned Fund Balance	\$ 668,651	\$ 2,293,378	\$ 2,598,883	\$ 1,883,966
Available Reserves as a Percentage of Total Outgo	4.8%	8.9%	9.3%	7.3%
Total Long-Term Debt	\$ 67,475,503	\$ 69,739,506	\$ 67,459,399	\$ 65,003,641
Average Daily Attendance at P-2 (Restated) (excluding Adult Education ADA)	4,621	4,852	4,951	5,159

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Available reserves consist of all unassigned fund balances and all funds reserved for economic uncertainty contained with the General Fund.

The General Fund Balance has decreased by \$2,754,086 over the past three years. As described in Note 11, the District implemented GASB 54 in fiscal year 2010-2011. To make the amounts presented for fiscal years 2008-2009 and 2009-2010 comparable to fiscal year 2010-2011, the District has elected to restate the amounts previously reported to retroactively implement GASB 54. For a District this size the State recommends available reserves of at least 3 percent of total general fund expenditures, transfers out and other uses (total outgo).

Average Daily Attendance (ADA) as shown above has decreased 307 during the past two years. The amounts reported above have been restated to include Charter School ADA.

The amounts reported as Budget 2011-2012 are presented for additional analysis and have not been audited.

SEE NOTES TO SUPPLEMENTARY INFORMATION

CENTER JOINT UNIFIED SCHOOL DISTRICT
COMBINING BALANCE SHEET
NON-MAJOR FUNDS
JUNE 30, 2011

	Adult Education Fund	Child Development Fund	Cafeteria Fund
<u>Assets</u>			
Cash	\$ 17,306	\$ 241,961	\$ 146,309
Investments			
Accounts Receivable	3	199	153,107
Due From Other Funds	32,044		
Stores Inventory			15,450
Total Assets	<u>\$ 49,353</u>	<u>\$ 242,160</u>	<u>\$ 314,866</u>
<u>Liabilities and Fund Balances</u>			
Liabilities:			
Deficit Cash			
Accounts Payable	\$ 1,278	\$ 119,158	\$ 16,231
Deferred Revenue		93,762	
Due to Other Funds	299	29,240	47,517
Total Liabilities	<u>1,577</u>	<u>242,160</u>	<u>63,748</u>
Fund Balances:			
Nonspendable			16,000
Restricted			
Assigned	47,776		235,118
Unassigned (Note 19)			
Total Fund Balances	<u>47,776</u>	<u>0</u>	<u>251,118</u>
Total Liabilities and Fund Balances	<u>\$ 49,353</u>	<u>\$ 242,160</u>	<u>\$ 314,866</u>

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

<u>Building Fund</u>	<u>Capital Facilities Fund</u>	<u>County School Facilities Fund</u>	<u>Total Non- Major Governmental Funds</u>
\$ 1,080,942		\$ 1,043,726	\$ 2,530,244
212,315			212,315
701		745	154,755
			32,044
			15,450
<u>\$ 1,293,958</u>	<u>\$ 0</u>	<u>\$ 1,044,471</u>	<u>\$ 2,944,808</u>
\$ 54,982	\$ 1,316,469		\$ 1,316,469
	937		192,586
			93,762
			77,056
<u>54,982</u>	<u>1,317,406</u>		<u>1,679,873</u>
1,238,976		\$ 1,044,471	16,000
	(1,317,406)		1,044,471
			1,521,870
			(1,317,406)
<u>1,238,976</u>	<u>(1,317,406)</u>	<u>1,044,471</u>	<u>1,264,935</u>
<u>\$ 1,293,958</u>	<u>\$ 0</u>	<u>\$ 1,044,471</u>	<u>\$ 2,944,808</u>

CENTER JOINT UNIFIED SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES
NON-MAJOR FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2011

	Adult Education Fund	Child Development Fund	Cafeteria Fund
Revenues			
Federal Revenue			\$ 1,267,142
Other State Revenue	\$ 17,911	\$ 645,088	115,502
Other Local Revenue	33,342	1,185	432,932
Total Revenues	51,253	646,273	1,815,576
Expenditures			
Certificated Salaries	79,086		
Classified Salaries	25,055		586,871
Employee Benefits	24,347		252,018
Books and Supplies	4,433		756,658
Services and Other			
Operating Expenditures	582	691,765	61,272
Capital Outlay			34,640
Debt Service:			
Interest and Fiscal Charges			
Other Outgo		29,240	45,625
Total Expenditures	133,503	721,005	1,737,084
Excess of Revenues Over (Under) Expenditures	(82,250)	(74,732)	78,492
Other Financing Sources:			
Operating Transfers In	53,044		
Excess of Revenues and Other Sources Over (Under) Expenditures	(29,206)	(74,732)	78,492
Fund Balances - (Deficit) July 1, 2010	76,982	74,732	172,626
Fund Balances - (Deficit) June 30, 2011	\$ 47,776	\$ 0	\$ 251,118

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

<u>Building Fund</u>	<u>Capital Facilities Fund</u>	<u>County School Facilities Fund</u>	<u>Total Non- Major Governmental Funds</u>
			\$ 1,267,142
			778,501
\$ 6,135		\$ 11,324	484,918
<u>6,135</u>		<u>11,324</u>	<u>2,530,561</u>
			79,086
3,716			615,642
379			276,744
48,297			809,388
13,403		700	767,722
526,630		826	562,096
	\$ 6,655		6,655
			74,865
<u>592,425</u>	<u>6,655</u>	<u>1,526</u>	<u>3,192,198</u>
(586,290)	(6,655)	9,798	(661,637)
			53,044
(586,290)	(6,655)	9,798	(608,593)
<u>1,825,266</u>	<u>(1,310,751)</u>	<u>1,034,673</u>	<u>1,873,528</u>
<u>\$ 1,238,976</u>	<u>\$ (1,317,406)</u>	<u>\$ 1,044,471</u>	<u>\$ 1,264,935</u>

CENTER JOINT UNIFIED SCHOOL DISTRICT
COMBINING BALANCE SHEET
GENERAL FUND
JUNE 30, 2011

	General Fund	Charter School Fund	Deferred Maintenance Fund	Special Reserve Fund for Other Than Capital Outlay Projects	Subtotal	Interfund Eliminations	Total General Fund
<u>Assets</u>							
Cash	\$ (288,569)	\$ 11,834	\$ 214,241	\$ 2,327,483	\$ 2,264,989		\$ 2,264,989
Accounts Receivable	7,584,695	349,770		1,656	7,936,121		7,936,121
Due From Other Funds	208,462				208,462	\$ (131,406)	77,056
Stores Inventory	23,167				23,167		23,167
Prepaid Expenditures	61,113				61,113		61,113
Total Assets	<u>\$ 7,588,868</u>	<u>\$ 361,604</u>	<u>\$ 214,241</u>	<u>\$ 2,329,139</u>	<u>\$ 10,493,852</u>	<u>\$ (131,406)</u>	<u>\$ 10,362,446</u>
<u>Liabilities and Fund Balances</u>							
<u>Liabilities:</u>							
Accounts Payable	\$ 1,086,466	\$ 1,573	\$ 11,128		\$ 1,099,167		\$ 1,099,167
Deferred Revenue	24,282	44,595			68,877		68,877
Due to Other Funds	32,044	131,406			163,450	\$ (131,406)	32,044
Tax Revenue							
Anticipation Notes	2,780,000				2,780,000		2,780,000
Total Liabilities	<u>3,922,792</u>	<u>177,574</u>	<u>11,128</u>		<u>4,111,494</u>	<u>(131,406)</u>	<u>3,980,088</u>
<u>Fund Balances:</u>							
Nonspendable	94,280				94,280		94,280
Restricted	1,200,151				1,200,151		1,200,151
Assigned		184,030	203,113	\$ 1,317,406	1,704,549		1,704,549
Unassigned	2,371,645			1,011,733	3,383,378		3,383,378
Total Fund Balances	<u>3,666,076</u>	<u>184,030</u>	<u>203,113</u>	<u>2,329,139</u>	<u>6,382,358</u>	<u>0</u>	<u>6,382,358</u>
Total Liabilities and Fund Balances	<u>\$ 7,588,868</u>	<u>\$ 361,604</u>	<u>\$ 214,241</u>	<u>\$ 2,329,139</u>	<u>\$ 10,493,852</u>	<u>\$ (131,406)</u>	<u>\$ 10,362,446</u>

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

CENTER JOINT UNIFIED SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES
GENERAL FUND
FOR THE FISCAL YEAR ENDED JUNE 30, 2011

	General Fund	Charter School Fund	Deferred Maintenance Fund	Special Reserve Fund for Other Than Capital Outlay Projects	Total General Fund
Revenues					
Revenue Limit Sources:					
State Apportionments	\$ 19,713,101	\$ 1,113,989			\$ 20,827,090
Local Sources	4,925,578	250,541			5,176,119
Total Revenue Limit	24,638,679	1,364,530			26,003,209
Federal Revenue	4,083,932	25,913			4,109,845
Other State Revenue	5,269,565	197,971			5,467,536
Other Local Revenue	2,246,232	1,855	\$ 2,475	\$ 11,765	2,262,327
Total Revenues	36,238,408	1,590,269	2,475	11,765	37,842,917
Expenditures					
Certificated Salaries	18,659,450	883,410			19,542,860
Classified Salaries	6,136,260	251,489	2,570		6,390,319
Employee Benefits	6,923,388	321,336	258		7,244,982
Books and Supplies	783,908	21,745	21,442		827,095
Services and Other Operating Expenditures	3,598,974	14,963	60,684		3,674,621
Capital Outlay	63,561		21,286		84,847
Debt Service:					
Principal Retirement	48,310				48,310
Interest and Fiscal Charges	5,229	365			5,594
Other Outgo	72,133	90,140			162,273
Total Expenditures	36,291,213	1,583,448	106,240	0	37,980,901
Excess of Revenues Over (Under) Expenditures	(52,805)	6,821	(103,765)	11,765	(137,984)
Other Financing Sources (Uses):					
Operating Transfers Out	(53,044)				(53,044)
Other Sources	57,414				57,414
Total Other Financing Sources (Uses)	4,370	0	0	0	4,370
Excess of Revenues and Other Sources Over (Under) Expenditures and Other Uses	(48,435)	6,821	(103,765)	11,765	(133,614)
Fund Balances - July 1, 2010	3,714,511	177,209	306,878	2,317,374	6,515,972
Fund Balances - June 30, 2011	\$ 3,666,076	\$ 184,030	\$ 203,113	\$ 2,329,139	\$ 6,382,358

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

CENTER JOINT UNIFIED SCHOOL DISTRICT
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES
AGENCY FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2011

	Beginning Balance	Additions	Deductions	Ending Balance
SPINELLI ELEMENTARY SCHOOL				
<u>ASSETS</u>				
Cash	\$ 7,998	\$ 22,596	\$ 16,240	\$ 14,354
<u>LIABILITIES</u>				
Due to Student Groups	\$ 7,998	\$ 22,596	\$ 16,240	\$ 14,354
OAK HILL ELEMENTARY SCHOOL				
<u>ASSETS</u>				
Cash	\$ 8,037	\$ 75,574	\$ 66,167	\$ 17,444
<u>LIABILITIES</u>				
Due to Student Groups	\$ 8,037	\$ 75,574	\$ 66,167	\$ 17,444
NORTH COUNTRY ELEMENTARY SCHOOL				
<u>ASSETS</u>				
Cash	\$ 11,891	\$ 54,799	\$ 46,302	\$ 20,388
<u>LIABILITIES</u>				
Due to Student Groups	\$ 11,891	\$ 54,799	\$ 46,302	\$ 20,388
DUDLEY ELEMENTARY SCHOOL				
<u>ASSETS</u>				
Cash	\$ 1,241	\$ 33,345	\$ 23,651	\$ 10,935
<u>LIABILITIES</u>				
Due to Student Groups	\$ 1,241	\$ 33,345	\$ 23,651	\$ 10,935
WILSON C. RILES MIDDLE SCHOOL				
<u>ASSETS</u>				
Cash	\$ 24,926	\$ 124,290	\$ 134,008	\$ 15,208
<u>LIABILITIES</u>				
Due to Student Groups	\$ 24,926	\$ 124,290	\$ 134,008	\$ 15,208
CENTER HIGH SCHOOL				
<u>ASSETS</u>				
Cash	\$ 48,158	\$ 488,512	\$ 462,171	\$ 74,499
<u>LIABILITIES</u>				
Due to Student Groups	\$ 48,158	\$ 488,512	\$ 462,171	\$ 74,499
MCCLELLAN HIGH SCHOOL				
<u>ASSETS</u>				
Cash	\$ 1,903	\$ 3,097	\$ 3,621	\$ 1,379
<u>LIABILITIES</u>				
Due to Student Groups	\$ 1,903	\$ 3,097	\$ 3,621	\$ 1,379
ANTELOPE VIEW CHARTER				
<u>ASSETS</u>				
Cash	\$ 727	\$ 3,374	\$ 2,575	\$ 1,526
<u>LIABILITIES</u>				
Due to Student Groups	\$ 727	\$ 3,374	\$ 2,575	\$ 1,526
TOTAL AGENCY FUNDS				
<u>ASSETS</u>				
Cash	\$ 104,881	\$ 805,587	\$ 754,735	\$ 155,733
<u>LIABILITIES</u>				
Due to Student Groups	\$ 104,881	\$ 805,587	\$ 754,735	\$ 155,733

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

CENTER JOINT UNIFIED SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2011

NOTE 1 - PURPOSE OF STATEMENTS AND SCHEDULES

A. Schedule of Revenues, Expenditures, and Changes in Fund Balances - Budget and Actual

In accordance with Governmental Accounting Standards Board (GASB) Statement No. 34, the District is required to present a Schedule of Revenues, Expenditures, and Changes in Fund Balance budgetary comparison for the General Fund and each Major Special Revenue Fund that has an adopted budget. This schedule presents the original adopted budget, final adopted budget, and the actual revenues and expenditures of each of these funds by object.

B. Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

C. Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time and number of days offered by the District and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

D. Schedule of Charter Schools

This schedule is provided to list all charter schools chartered by the District and displays information for each charter school as to whether or not the charter school is included in the District audit.

E. Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of Federal awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with requirements of the United States Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

F. Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances of all funds and the total liabilities balance of the general long-term debt account group as reported on the Unaudited Actual Financial Report to the audited financial statements.

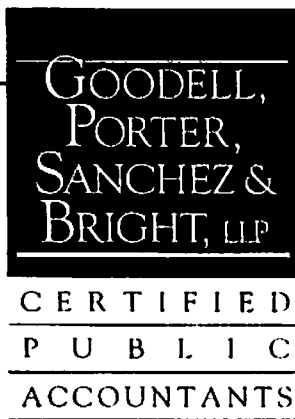
G. Schedule of Financial Trends and Analysis

This schedule is presented to improve the evaluation and reporting of the going concern status of the District.

H. Combining Statements and Individual Fund Schedules

Combining statements and individual fund schedules are presented for purposes of additional analysis, and are not a required part of the District's basic financial statements. These statements and schedules present more detailed information about the financial position and financial activities of the District's individual funds.

OTHER INDEPENDENT AUDITOR'S REPORTS SECTION



JOHN L. GOODELL, CPA
VIRGINIA K. PORTER, CPA
BEVERLY A. SANCHEZ, CPA
SUZY H. BRIGHT, CPA
RICHARD J. GOODELL, CPA
MICHELLE M. HANSON, CPA

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Board of Trustees
Center Joint Unified School District
Antelope, California

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Center Joint Unified School District as of and for the year ended June 30, 2011, which collectively comprise the Center Joint Unified School District's basic financial statements and have issued our report thereon dated November 7, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Center Joint Unified School District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Center Joint Unified School District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Center Joint Unified School District's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. However, we identified certain deficiencies in internal control over financial reporting described in the accompanying schedule of findings and questioned costs that we consider to be significant deficiencies in internal control over financial reporting. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies described as findings 2011-1 and 2011-2 in the accompanying schedule of findings and questioned costs to be significant deficiencies in internal control over financial reporting.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Center Joint Unified School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no internal control instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Center Joint Unified School District's responses to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. We did not audit Center Joint Unified School District's responses and, accordingly, we express no opinion on them.

This report is intended solely for the information and use of the District Board and management and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Goodell, Porter, Sanchez & Bright, LLP
GOODELL, PORTER, SANCHEZ & BRIGHT, LLP
Certified Public Accountants

November 7, 2011

GOODELL,
PORTER,
SANCHEZ &
BRIGHT, LLP

C E R T I F I E D
P U B L I C
A C C O U N T A N T S

JOINT L. GOODELL, CPA
VIRGINIA K. PORTER, CPA
BEVERLY A. SANCHEZ, CPA
SUZY H. BRIGHT, CPA
RICHARD J. GOODELL, CPA
MICHELLE M. HANSON, CPA

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT
COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON
INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH
OMB CIRCULAR A-133

Board of Trustees
Center Joint Unified School District
Antelope, California

Compliance

We have audited Center Joint Unified School District's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the Center Joint Unified School District's major federal programs for the year ended June 30, 2011. Center Joint Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to its major federal program is the responsibility of Center Joint Unified School District's management. Our responsibility is to express an opinion on Center Joint Unified School District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Center Joint Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides reasonable basis for our opinion. Our audit does not provide a legal determination of Center Joint Unified School District's compliance with those requirements.

In our opinion, Center Joint Unified School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2011.

Internal Control Over Compliance

The management of Center Joint Unified School District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered Center Joint Unified School District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Center Joint Unified School District's internal control over compliance.

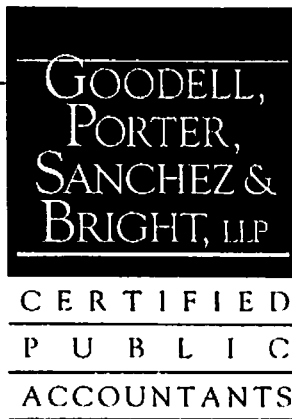
A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in the internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the District Board and management and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specific parties.

Goodell, Porter, Sanchez & Bright, LLP
GOODELL, PORTER, SANCHEZ & BRIGHT, LLP
Certified Public Accountants

November 7, 2011



JOHN L. GOODELL, CPA
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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON STATE PROGRAMS**

Board of Trustees
Center Joint Unified School District
Antelope, California

We have audited Center Joint Unified School District's compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Education Agencies 2010-11*, published by the Education Audit Appeals Panel that could have a direct and material effect on each of Center Joint Unified School District's State programs for the year ended June 30, 2011. Compliance with the applicable requirements is the responsibility of Center Joint Unified School District's management. Our responsibility is to express an opinion on the District's compliance with the applicable requirements based on our compliance audit.

We conducted our compliance audit in accordance with auditing standards generally accepted in the United States of America; the standards for financial and compliance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *Standards and Procedures for Audits of California K-12 Local Education Agencies 2010-11*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the compliance audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a State program occurred. The compliance audit includes examining, on a test basis, evidence about Center Joint Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our compliance audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Center Joint Unified School District's compliance with those requirements.

In connection with the compliance audit referred to above, we selected and tested transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures in the Audit Guide</u>	<u>Procedures Performed</u>
Attendance reporting	8	Yes
Kindergarten Continuance	3	Yes
Independent study	23	Yes
Continuation education	10	Yes
Instructional Time:		
School Districts	6	Yes
County Offices of Education	3	Not Applicable

<u>Description</u>	<u>Procedures in the Audit Guide</u>	<u>Procedures Performed</u>
Instructional Materials:		
General Requirements	8	Yes
Ratios of Administrative Employees to Teachers	1	Yes
Classroom Teacher Salaries	1	Yes
Early Retirement Incentive Program	4	Not Applicable
GANN Limit calculation	1	Yes
School Accountability Report Card	3	Yes
Public Hearing Requirement - Receipt of Funds	1	Yes
Class Size Reduction (Including Charter Schools):		
General Requirements	7	Yes
Option One	3	Yes
Option Two	4	Not Applicable
Districts or Charter Schools with only one school serving K-3	4	Not Applicable
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	4	Not Applicable
Before School	5	Not Applicable
Charter Schools:		
Contemporaneous Records of Attendance	1	Yes
Mode of Instruction, for charter schools	1	Yes
Non Classroom-Based Instruction/Independent Study	15	Yes
Determination of Funding for Non Classroom-Based Instruction	3	Yes
Annual Instructional Minutes - Classroom Based	3	Yes

Based on our compliance audit, we found that, for the items tested, the Center Joint Unified School District complied with the state laws and regulations referred to above. Further, based on the compliance audit, for items not tested, nothing came to our attention to indicate that the Center Joint Unified School District had not complied with the state laws and regulations.

This report is intended solely for the information and use of the District Board, management, State Controller's Office, Department of Finance, Department of Education and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Goode, Porter, Sanchez & Bright, LLP
GOODELL, PORTER, SANCHEZ & BRIGHT, LLP
Certified Public Accountants

November 7, 2011

FINDINGS AND QUESTIONED COSTS SECTION

CENTER JOINT UNIFIED SCHOOL DISTRICT
SUMMARY OF FINDINGS AND QUESTIONED COSTS

JUNE 30, 2011

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unqualified

Internal control over financial reporting:

Material weakness(es) identified? ☐ Yes ☒ No

Significant deficiency(ies) identified that are not considered to be material weakness? ☒ Yes ☐ None reported

Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over financial reporting:

Material weakness(es) identified? ☐ Yes ☒ No

Significant deficiency(ies) identified that are not considered to be material weakness? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for major programs Unqualified

Any audit findings disclosed that are required to be reported in accordance with Section 510 (a) of OMB Circular A-133 ☐ Yes ☒ No

Identification of major programs

<u>CFDA Number</u>	<u>Name of Federal Program or Cluster</u>
10.553, 10.555, 10.556	Child Nutrition Cluster
84.410	Education Jobs Fund
93.778	Medi-Cal Assistance Program Cluster

Dollar threshold used to distinguish between Type A and Type B programs: \$ 300,000

Auditee qualified as low-risk auditee? ☒ Yes ☐ No

State Awards

Internal control over state programs:

Material weakness(es) identified? ☐ Yes ☒ No

Significant deficiency(ies) identified that are not considered to be material weakness? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for state programs: Unqualified

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.

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.

CENTER JOINT UNIFIED SCHOOL DISTRICT
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS
JUNE 30, 2011

<u>Findings/Recommendations</u>	<u>Current Status</u>	<u>Explanation if Not Fully Implemented</u>
1. A multi-year budget for the Charter School Fund should be developed to eliminate deficit spending. The budget should be revised for short-falls in anticipated revenues. No expenditures should be approved that exceed appropriations unless a new funding source is identified.	Accepted Implemented	
2. The District should enforce the existing vacation carryover policy by requiring employees to use excess time by the end of each fiscal year.	Accepted Implemented	
3. All student body payments should be made on invoices which indicate the name of the student organization, a detail of items or services purchased, a date and dollar amount. All purchases for supplies or services should be reviewed by an authorized District employee to ensure the expenditure is an appropriate Student Body expense.	Accepted Not Implemented	See current year Finding 2011 - 2.

AUDIT CERTIFICATION 2010/11 FINANCIAL REPORT/AUDIT

CENTER UNIFIED SCHOOL DISTRICT
SACRAMENTO COUNTY, CALIFORNIA

In accordance with Assembly Bill 3627, Chapter 1002, as it pertains to Education Code section 41020.3, the Governing Board must review and accept the prior year's Financial Report/Audit, at a public meeting, on or before January 31st and

THEREBY, as written verification of said review, the Governing Board reviewed and accepted on _____, the Annual Financial Report as of June 30, 2011.

(Signature) District Superintendent

(Date)

Submit the original and one copy of the Audit Certification by March 15, 2012 to:

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

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept/Site: Business Department

Date: 12/14/11

Action Item X

To: Board of Trustees

Information Item

From: Jeanne Bess 
Director of Fiscal Services

Attached Page

SUBJECT:


**First Interim Report
For Fiscal Year 2011/12**

Jeanne Bess, Director of Fiscal Services, is presenting the 2011/12 First Interim report for approval. This report is based on all known budget guidelines set forth by the State and School Services of California. The expenditure and revenue activity covers the period of July 1, 2011, through October 31, 2011.

RECOMMENDATION: To approve the 2011/12 First Interim Report as presented.

Center Joint Unified School District

To: Board of Trustees
Mr. Scott Loehr, Superintendent

From: Jeanne Bess, Director of Fiscal Services 

Date: December 14, 2011

Subject: 2011/12 First Interim Budget Assumptions

The following report contains budget assumptions used in the preparation of the 2011/12 First Interim Report. These assumptions are a result of the recommendations that were put forth from the County Office of Education and School Services of California.

Current Year Budget

In preparation of possible mid-year reductions, the current year revenue budget was adjusted downward. The reductions include \$260 per ADA (average daily attendance) in the revenue limit projection as well as a 50% reduction to transportation allocations. The total projected reduction equals \$1,212,601 to revenue limit funds and \$131,589 for the transportation reduction. To cover the reduction in revenues, \$800,000 was budgeted from Fund 17 along with the use of undesignated unrestricted funds. No staffing adjustments are anticipated.

Current year salary adjustments were included for the return of 8.81 FTE since budget adoption. Employee benefits and taxes are calculated on an individual basis for health & welfare. Certificated employees add 13.052% for taxes and Classified employees account for 21.925% in taxes. Health & welfare is in addition to the above percentages.

Multi-year Projection

The multiyear revenue projections for 2012/13 and 2013/14 fiscal years were built on the following assumptions.

- a. ADA was based on prior year P-2 for the budget year. We will be funded at a level that is 76 ADA less than last year due to continued declining enrollment. For 2012/13 a funded loss of 119.95 ADA was projected and for 2013/14 an additional loss of 25 ADA was projected.
- b. Revenue Limit funding is stated above for the budget year. Fiscal year 2012/13 projects a 3.2% COLA that was offset by the increase in the deficit factor to achieve flat funding. For 2013/14 a COLA of 2.7% was used and the deficit factor was held steady.
- c. Federal revenues on the restricted side decreased to align with this year's actual awards.

- d. K-3 class size reduction was budgeted with all classes being assessed the 30% penalty for exceeding the 20.44:1 ratio for full funding. Flexibility is still available for 42 categorical programs that remain unrestricted for the current and out years. All ADA base funded programs were reduced to account for the declining enrollment.
- e. Local revenues were held steady to reflect the current trends.
- f. Contributions to encroaching programs are reflective of our ability to utilize all restricted dollars. Encroaching programs include special education, economic impact aid, and transportation. For fiscal year 2013/14 the contribution jumps due to the anticipated return of negotiated concessions.

The multiyear **expense** projections for 2012/13 and 2013/14 fiscal years were built on the following assumptions.

- a. There continues to be a firm hiring freeze in place. Step and column adjustments were included in the initial cost calculations for both certificated and classified employees. Certificated numbers project the continuation of 8 furlough days and the 175 day school year. In addition, there is an anticipated reduction of 5 certificated employees that would correspond with the loss of 119.95 ADA. Classified employee expenses also reflect the continuation of furlough days. Fiscal year 2013/14 assumes step and column increases as well as the return of the work and school days.
- b. Employee benefits (which include taxes) are built on existing rates for STRS (8.25%), PERS (10.923%), mandatory Medi-care (1.45%), FICA (6.2%), State Unemployment Insurance (1.61%) and Workers Compensation (1.742%). Health & welfare costs are calculated individually. There is no increase included for future health & welfare cost increases in the out years.
- c. Books & supply budgets were decreased slightly on the unrestricted side of the budget to align with unrestricted revenues. The restricted budgets do not include any potential carryover from current year to the out years.
- d. Services and other expenses were also adjusted to align with current unrestricted revenues. They, too, do not reflect any potential carryover from the current year that appears in the current year budget. Restricted services were held steady.
- e. There are no planned expenses for capital outlay from the general fund.
- f. Other outgo and Indirect Costs for 2012/13 was decreased on the unrestricted side with an anticipated hold back of State deferred maintenance revenue. The out year shows the pass-through of those funds. The restricted side holds those costs steady in the out years as a result of the continued flexibility of 42 categorical programs.
- g. At this time, the contribution to Routine Maintenance was held at approximately 2% of General Fund expenditures for all fiscal years.

In summary, the 2011/12 First Interim report takes into account all known information as of November 28, 2011. A major component that affects this report is the inclusion of the projected \$260/ADA cut to the revenue limit and the 50% reduction to transportation revenue for the current year. This reduction plan must be put in place to cover the potential midyear budget cuts which will be triggered if State revenue forecasts from the Legislative Analyst's Office and the Department of Finance are shorter than expected. Our district may see midyear cuts that total \$1.34 million. This shortfall was covered by using existing undesignated funds, contributions from Fund 17, and tighter use of restricted program budgets. The District continues to outspend revenues during the current year.

The last consideration to this qualified report is the District's cash flow. Not only are resources in short supply but cash flow is critical and getting worse. I have begun the process to obtain an approximate \$7 million TRAN (tax revenue anticipation note) to cover the deferral of State apportionments. Currently, the State is deferring 26% of our annual revenue limit funding.

Other Funds

Fund 09

Center Joint Unified School District is the sponsoring authority for two charter schools in the District. Antelope View Charter School (AVCS) is an independent study school and Global Youth (GY) is a seat based school. Both charter schools are reported in Fund 09. Each school is identified by a unique resource code and location indicator.

AVCS was budgeted assuming an average daily attendance of 155; GY on an ADA of 75 students. Staffing and program adjustments are being implemented to adjust for declining enrollment at both charters.

Fund 11

The Adult Education fund is operating with a reduced budget and program adjustments. It continues to be an effective asset for the District. The fund has a positive balance.

Fund 12

The Child Development fund is operating as a revenue neutral fund. No contributions are made from the General Fund.

Fund 13

The cafeteria fund is self sustaining. Cash flow is sometimes negative due to the timing of reimbursements from the state and federal reimbursement programs. The program continues to operate in the black.

Fund 14

The Deferred Maintenance Fund is operating with limited funds for the budget year. At this time, the pass-through of the State allocation for deferred maintenance is planned for the 2011/12 fiscal year.

Fund 17

The Special Reserve fund is covering the shortfall in the Developer Fee fund. Other undesignated funds are being used to cover potential midyear cuts to the general fund by the State.

Fund 21

The fund balance continues to support the construction projects of the District. No bonds sales or major construction is anticipated for the 2011/12 fiscal year.

Fund 25

While this fund continues to be negative, Fund 17 holds the reserve to cover the shortfall until new developments that are planned begin to generate contributions.

Fund 35

The County School Facilities Fund shows a positive balance as a result of funds received for future school construction planning expenses. No major activity is anticipated for the budget year.

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____

District Superintendent or Designee

Date: _____

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: December 14, 2011

Signed: _____

President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

____ POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

X QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

____ NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Jeanne Bess

Telephone: 916 338-6302

Title: Director of Fiscal Services

E-mail: jbess@centerusd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.	X	
4	Revenue Limit	Projected revenue limit for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
7a	Deferred Maintenance	SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), eliminates the local match requirement for Deferred Maintenance from 2008-09 through 2014-15. Therefore, this item has been inactivated for that period.		
7b	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.		X
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.		X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel tax, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2010-11) annual payment?		X
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since budget adoption in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1b)	n/a	
S8	Labor Agreement Budget Revisions	For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	X	
		• Classified? (Section S8B, Line 3)	X	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

2011-12 First Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) Revenue Limit Sources		8010-8099	22,883,902.00	21,734,726.00	2,296,609.81	21,734,726.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,133,301.00	3,335,998.00	805,467.44	3,335,998.00	0.00	0.0%
4) Other Local Revenue		8600-8799	220,000.00	220,000.00	89,220.28	220,000.00	0.00	0.0%
5) TOTAL, REVENUES			26,237,203.00	25,290,724.00	3,191,297.53	25,290,724.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	12,204,629.44	12,447,371.44	3,957,598.67	12,447,371.44	0.00	0.0%
2) Classified Salaries		2000-2999	3,129,531.00	3,167,423.00	1,021,709.00	3,167,423.00	0.00	0.0%
3) Employee Benefits		3000-3999	4,551,766.84	4,661,452.84	1,403,933.92	4,661,452.84	0.00	0.0%
4) Books and Supplies		4000-4999	484,137.00	466,367.00	42,017.49	466,367.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,907,048.00	3,015,236.00	731,080.30	3,015,236.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	119,298.00	119,298.00	31,419.08	119,298.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(203,256.00)	(218,191.00)	0.00	(218,191.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			23,193,154.28	23,658,957.28	7,187,768.46	23,658,957.28		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			3,044,048.72	1,631,766.72	(3,996,470.93)	1,631,766.72		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	800,000.00	0.00	800,000.00	0.00	0.0%
b) Transfers Out		7600-7629	264,919.00	264,919.00	0.00	264,919.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(3,221,808.00)	(3,296,416.00)	0.00	(3,296,416.00)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,486,727.00)	(2,761,335.00)	0.00	(2,761,335.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(442,678.28)	(1,129,568.28)	(3,996,470.93)	(1,129,568.28)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,461,783.54	2,461,783.54		2,461,783.54	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,461,783.54	2,461,783.54		2,461,783.54		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,461,783.54	2,461,783.54		2,461,783.54		
2) Ending Balance, June 30 (E + F1e)			2,019,105.26	1,332,215.26		1,332,215.26		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,000.00	10,000.00		10,000.00		
Stores		9712	53,502.32	32,912.47		32,912.47		
Prepaid Expenditures		9713	57,161.75	56,971.75		56,971.75		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,164,140.00	1,053,465.00		1,053,465.00		
Unassigned/Unappropriated Amount		9790	734,301.19	178,866.04		178,866.04		

2011-12 First Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
REVENUE LIMIT SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	19,323,902.00	18,297,625.00	2,143,400.00	18,297,625.00	0.00	0.0%
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	61,960.00	55,183.00	0.00	55,183.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	4,081,188.00	3,920,004.00	0.00	3,920,004.00	0.00	0.0%
Unsecured Roll Taxes		8042	159,800.00	150,849.00	28,904.04	150,849.00	0.00	0.0%
Prior Years' Taxes		8043	346,300.00	205,223.00	124,259.94	205,223.00	0.00	0.0%
Supplemental Taxes		8044	26,000.00	30,574.00	0.00	30,574.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	633,000.00	799,665.00	0.00	799,665.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	654.00	45.83	654.00	0.00	0.0%
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, Revenue Limit Sources			24,632,150.00	23,459,777.00	2,296,609.81	23,459,777.00	0.00	0.0%
Revenue Limit Transfers								
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	(1,542,539.00)	(1,542,539.00)	0.00	(1,542,539.00)	0.00	0.0%
Continuation Education ADA Transfer	2200	8091						
Community Day Schools Transfer	2430	8091						
Special Education ADA Transfer	6500	8091						
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	63,063.00	63,809.00	0.00	63,809.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(268,772.00)	(246,321.00)	0.00	(246,321.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			22,883,902.00	21,734,726.00	2,296,609.81	21,734,726.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290						
NCLB/IASA (incl. ARRA)								

2011-12 First Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Vocational and Applied Technology Education	3500-3699	8290						
Safe and Drug Free Schools	3700-3799	8290						
Other Federal Revenue (incl. ARRA)	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Community Day School Additional Funding								
Current Year	2430	8311						
Prior Years	2430	8319						
RCC/P Entitlement								
Current Year	6355-6360	8311						
Prior Years	6355-6360	8319						
Special Education Master Plan								
Current Year	6500	8311						
Prior Years	6500	8319						
Home-to-School Transportation	7230	8311						
Economic Impact Aid	7090-7091	8311						
Spec. Ed. Transportation	7240	8311						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	629,748.00	629,748.00	252,413.00	629,748.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	0.00	63,345.00	63,344.44	63,345.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	518,675.00	518,675.00	0.00	518,675.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590						
Drug/Alcohol/Tobacco Funds	6650-6690	8590						
Healthy Start	6240	8590						
Class Size Reduction Facilities	6200	8590						
School Community Violence Prevention Grant	7391	8590						
Quality Education Investment Act	7400	8590						
All Other State Revenue	All Other	8590	1,984,878.00	2,124,230.00	489,710.00	2,124,230.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,133,301.00	3,335,998.00	805,467.44	3,335,998.00	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00		

2011-12 First Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance34 73973 0000000
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	100,000.00	100,000.00	40,730.18	100,000.00	0.00	0.0%
Interest		8660	50,000.00	50,000.00	109.86	50,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00		
Transportation Services	7230, 7240	8677						
Interagency Services	All Other	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-Revenue Limit (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	70,000.00	70,000.00	18,380.24	70,000.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	30,000.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			220,000.00	220,000.00	89,220.28	220,000.00	0.00	0.0%
TOTAL, REVENUES			26,237,203.00	25,290,724.00	3,191,297.53	25,290,724.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	10,817,442.00	10,992,822.00	3,471,780.33	10,992,822.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	265,458.00	269,893.00	94,948.53	269,893.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,024,967.00	1,070,194.00	353,375.80	1,070,194.00	0.00	0.0%
Other Certificated Salaries		1900	96,762.44	114,462.44	37,494.01	114,462.44	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			12,204,629.44	12,447,371.44	3,957,598.67	12,447,371.44	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	2,112.00	1,284.56	2,112.00	0.00	0.0%
Classified Support Salaries		2200	1,351,701.00	1,386,014.00	438,929.80	1,386,014.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	302,895.00	303,053.00	100,896.56	303,053.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	1,379,594.00	1,369,903.00	453,614.35	1,369,903.00	0.00	0.0%
Other Classified Salaries		2900	95,341.00	106,341.00	26,983.73	106,341.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			3,129,531.00	3,167,423.00	1,021,709.00	3,167,423.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,018,569.63	1,046,974.63	325,139.01	1,046,974.63	0.00	0.0%
PERS		3201-3202	341,256.00	342,677.00	106,290.37	342,677.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	424,120.21	432,347.21	128,145.42	432,347.21	0.00	0.0%
Health and Welfare Benefits		3401-3402	2,031,756.00	2,083,423.00	646,708.64	2,083,423.00	0.00	0.0%
Unemployment Insurance		3501-3502	251,265.00	257,184.00	81,020.01	257,184.00	0.00	0.0%
Workers' Compensation		3601-3602	277,727.00	288,500.00	87,691.22	288,500.00	0.00	0.0%
OPEB, Allocated		3701-3702	50,000.00	50,100.00	1,395.16	50,100.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	63,063.00	63,809.00	0.00	63,809.00	0.00	0.0%
Other Employee Benefits		3901-3902	94,010.00	96,438.00	27,544.09	96,438.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			4,551,766.84	4,661,452.84	1,403,933.92	4,661,452.84	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	20,913.00	14,627.84	20,913.00	0.00	0.0%
Books and Other Reference Materials		4200	56,311.00	35,549.00	10,233.10	35,549.00	0.00	0.0%
Materials and Supplies		4300	397,226.00	363,767.00	80,892.77	363,767.00	0.00	0.0%
Noncapitalized Equipment		4400	30,600.00	46,138.00	(63,736.22)	46,138.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			484,137.00	466,367.00	42,017.49	466,367.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	30,824.00	35,038.00	6,077.59	35,038.00	0.00	0.0%
Dues and Memberships		5300	21,000.00	19,766.00	16,482.91	19,766.00	0.00	0.0%
Insurance		5400-5450	310,000.00	310,000.00	0.00	310,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,047,000.00	1,047,000.00	383,128.51	1,047,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	115,744.00	129,597.00	14,006.76	129,597.00	0.00	0.0%
Transfers of Direct Costs		5710	22,105.00	2,105.00	5,714.43	2,105.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(3,050.00)	(3,050.00)	0.00	(3,050.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,181,475.00	1,299,254.00	281,518.84	1,299,254.00	0.00	0.0%
Communications		5900	181,950.00	175,526.00	24,161.26	175,526.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,907,048.00	3,015,236.00	731,090.30	3,015,236.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	30,000.00	30,000.00	(11,148.00)	30,000.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	15,898.00	15,898.00	4,132.07	15,898.00	0.00	0.0%
Other Debt Service - Principal		7439	73,400.00	73,400.00	38,435.01	73,400.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			119,298.00	119,298.00	31,419.08	119,298.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(91,451.00)	(111,275.00)	0.00	(111,275.00)	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(111,805.00)	(106,916.00)	0.00	(106,916.00)	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(203,256.00)	(218,191.00)	0.00	(218,191.00)	0.00	0.0%
TOTAL, EXPENDITURES			23,193,154.28	23,658,957.28	7,187,768.46	23,658,957.28	0.00	0.0%

2011-12 First Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	800,000.00	0.00	800,000.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	800,000.00	0.00	800,000.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To Deferred Maintenance Fund		7615	197,167.00	197,167.00	0.00	197,167.00	0.00	0.0%
To Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	67,752.00	67,752.00	0.00	67,752.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			264,919.00	264,919.00	0.00	264,919.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(3,221,808.00)	(3,296,416.00)	0.00	(3,296,416.00)	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(3,221,808.00)	(3,296,416.00)	0.00	(3,296,416.00)	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(3,486,727.00)	(2,761,335.00)	0.00	(2,761,335.00)	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) Revenue Limit Sources		8010-8099	1,542,539.00	1,542,539.00	0.00	1,542,539.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,637,154.00	3,011,399.00	213,334.58	3,011,399.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,118,394.00	1,048,647.00	258,422.38	1,048,647.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,931,838.00	1,958,838.00	262,215.49	1,958,838.00	0.00	0.0%
5) TOTAL, REVENUES			7,229,925.00	7,561,423.00	733,972.45	7,561,423.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	3,359,643.00	3,614,880.00	1,158,975.72	3,614,880.00	0.00	0.0%
2) Classified Salaries		2000-2999	2,652,430.00	2,784,308.00	810,813.71	2,784,308.00	0.00	0.0%
3) Employee Benefits		3000-3999	1,948,443.00	2,011,891.00	608,085.27	2,011,891.00	0.00	0.0%
4) Books and Supplies		4000-4999	834,878.00	1,185,371.00	167,811.84	1,185,371.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,181,592.00	1,249,599.00	231,637.94	1,249,599.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	234,280.00	234,286.00	13,005.28	234,286.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	91,451.00	111,275.00	0.00	111,275.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,302,717.00	11,191,610.00	2,990,329.76	11,191,610.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,072,792.00)	(3,630,187.00)	(2,256,357.31)	(3,630,187.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	3,221,808.00	3,296,416.00	0.00	3,296,416.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,221,808.00	3,296,416.00	0.00	3,296,416.00		

2011-12 First Interim
General Fund
Restricted (Resources 2000-9999)
Revenue, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			149,016.00	(333,771.00)	(2,256,357.31)	(333,771.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,204,292.34	1,204,292.34		1,204,292.34	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,204,292.34	1,204,292.34		1,204,292.34		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,204,292.34	1,204,292.34		1,204,292.34		
2) Ending Balance, June 30 (E + F1e)			1,353,308.34	870,521.34		870,521.34		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,353,308.34	870,521.34		870,521.34		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
REVENUE LIMIT SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, Revenue Limit Sources			0.00	0.00	0.00	0.00		
Revenue Limit Transfers								
Unrestricted Revenue Limit								
Transfers - Current Year	0000	8091						
Continuation Education ADA Transfer	2200	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Community Day Schools Transfer	2430	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education ADA Transfer	6500	8091	1,542,539.00	1,542,539.00	0.00	1,542,539.00	0.00	0.0%
All Other Revenue Limit								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	0.00	0.00	0.00	0.00		
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			1,542,539.00	1,542,539.00	0.00	1,542,539.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	908,241.00	908,241.00	0.00	908,241.00	0.00	0.0%
Special Education Discretionary Grants		8182	66,622.00	66,622.00	0.00	66,622.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290	1,456,739.00	1,834,110.00	92,081.25	1,834,110.00	0.00	0.0%
NCLB/IASA (incl. ARRA)								
California Dept of Education								
SACS Financial Reporting Software - 2011.2.0								
File: fundi-a (Rev 06/07/2011)								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Vocational and Applied Technology Education	3500-3699	8290	39,678.00	38,408.00	435.18	38,408.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)	All Other	8290	165,874.00	164,018.00	120,818.15	164,018.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,637,154.00	3,011,399.00	213,334.58	3,011,399.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Community Day School Additional Funding								
Current Year	2430	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	2430	8319	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Entitlement								
Current Year	6355-6360	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6355-6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	223,404.00	111,702.00	62,534.00	111,702.00	0.00	0.0%
Economic Impact Aid	7090-7091	8311	538,888.00	538,888.00	107,778.00	538,888.00	0.00	0.0%
Spec. Ed. Transportation	7240	8311	39,854.00	19,927.00	11,156.00	19,927.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materi		8560	83,981.00	83,981.00	9,370.69	83,981.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590	3,000.00	3,409.00	3,133.19	3,409.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	229,267.00	290,740.00	64,450.50	290,740.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,118,394.00	1,048,647.00	258,422.38	1,048,647.00	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%

2011-12 First Interim
General Fund
Restricted (Resources 2000-9999)
Revenue, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	48,000.00	48,000.00	31,888.49	48,000.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	8,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services	All Other	8677	0.00	24,000.00	24,000.00	24,000.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-Revenue Limit (50%)		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	1,000.00	0.00	1,000.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,875,838.00	1,875,838.00	206,327.00	1,875,838.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,931,838.00	1,958,838.00	262,215.49	1,958,838.00	0.00	0.0%
TOTAL, REVENUES			7,229,925.00	7,561,423.00	733,972.45	7,561,423.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	2,922,720.00	3,062,543.00	960,088.26	3,062,543.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	259,700.00	351,654.00	104,255.17	351,654.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	36,476.00	36,476.00	12,658.52	36,476.00	0.00	0.0%
Other Certificated Salaries		1900	140,747.00	164,207.00	81,973.77	164,207.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			3,359,643.00	3,614,880.00	1,158,975.72	3,614,880.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,350,746.00	1,455,351.00	389,137.92	1,455,351.00	0.00	0.0%
Classified Support Salaries		2200	800,970.00	796,298.00	247,829.63	796,298.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	211,097.00	212,511.00	70,836.40	212,511.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	252,774.00	266,706.00	88,787.22	266,706.00	0.00	0.0%
Other Classified Salaries		2900	36,843.00	53,442.00	14,222.54	53,442.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			2,652,430.00	2,784,308.00	810,813.71	2,784,308.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	286,875.00	308,206.00	97,825.07	308,206.00	0.00	0.0%
PERS		3201-3202	272,065.00	283,277.00	81,249.71	283,277.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	244,969.00	261,553.00	77,059.32	261,553.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	833,851.00	829,633.00	253,805.01	829,633.00	0.00	0.0%
Unemployment Insurance		3501-3502	96,689.00	104,020.00	32,782.94	104,020.00	0.00	0.0%
Workers' Compensation		3601-3602	107,274.00	115,462.00	35,533.18	115,462.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	106,720.00	109,740.00	29,830.04	109,740.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,948,443.00	2,011,891.00	608,085.27	2,011,891.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	5,530.74	3,688.34	5,530.74	0.00	0.0%
Materials and Supplies		4300	826,003.00	1,160,901.24	153,332.88	1,160,901.24	0.00	0.0%
Noncapitalized Equipment		4400	8,875.00	18,939.02	10,790.62	18,939.02	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			834,878.00	1,185,371.00	167,811.84	1,185,371.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	11,259.00	18,598.00	3,398.84	18,598.00	0.00	0.0%
Dues and Memberships		5300	250.00	345.00	345.00	345.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	59,300.00	70,683.00	17,547.05	70,683.00	0.00	0.0%
Transfers of Direct Costs		5710	(22,105.00)	(2,105.00)	(5,714.43)	(2,105.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,132,888.00	1,161,078.00	215,902.15	1,161,078.00	0.00	0.0%
Communications		5900	0.00	1,000.00	159.33	1,000.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,181,592.00	1,249,599.00	231,637.94	1,249,599.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	18,000.00	18,000.00	0.00	18,000.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	203,275.00	203,275.00	0.00	203,275.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	13,005.00	13,011.00	13,005.28	13,011.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			234,280.00	234,286.00	13,005.28	234,286.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	91,451.00	111,275.00	0.00	111,275.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			91,451.00	111,275.00	0.00	111,275.00	0.00	0.0%
TOTAL, EXPENDITURES			10,302,717.00	11,191,610.00	2,990,329.76	11,191,610.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	3,221,808.00	3,296,416.00	0.00	3,296,416.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			3,221,808.00	3,296,416.00	0.00	3,296,416.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			3,221,808.00	3,296,416.00	0.00	3,296,416.00	0.00	0.0%

2011-12 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance34 73973 0000000
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) Revenue Limit Sources		8010-8099	24,426,441.00	23,277,265.00	2,296,609.81	23,277,265.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,637,154.00	3,011,399.00	213,334.58	3,011,399.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,251,695.00	4,384,645.00	1,063,889.82	4,384,645.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,151,838.00	2,178,838.00	351,435.77	2,178,838.00	0.00	0.0%
5) TOTAL, REVENUES			33,467,128.00	32,852,147.00	3,925,269.98	32,852,147.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	15,564,272.44	16,062,251.44	5,116,574.39	16,062,251.44	0.00	0.0%
2) Classified Salaries		2000-2999	5,781,961.00	5,951,731.00	1,832,522.71	5,951,731.00	0.00	0.0%
3) Employee Benefits		3000-3999	6,500,209.84	6,673,343.84	2,012,019.19	6,673,343.84	0.00	0.0%
4) Books and Supplies		4000-4999	1,319,015.00	1,651,738.00	209,829.33	1,651,738.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	4,088,640.00	4,264,835.00	962,728.24	4,264,835.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	353,578.00	353,584.00	44,424.36	353,584.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(111,805.00)	(106,916.00)	0.00	(106,916.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			33,495,871.28	34,850,567.28	10,178,098.22	34,850,567.28		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(28,743.28)	(1,998,420.28)	(6,252,828.24)	(1,998,420.28)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	800,000.00	0.00	800,000.00	0.00	0.0%
b) Transfers Out		7600-7629	264,919.00	264,919.00	0.00	264,919.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(264,919.00)	535,081.00	0.00	535,081.00		

2011-12 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(293,662.28)	(1,463,339.28)	(6,252,828.24)	(1,463,339.28)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,666,075.88	3,666,075.88		3,666,075.88	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,666,075.88	3,666,075.88		3,666,075.88		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,666,075.88	3,666,075.88		3,666,075.88		
2) Ending Balance, June 30 (E + F1e)			3,372,413.60	2,202,736.60		2,202,736.60		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,000.00	10,000.00		10,000.00		
Stores		9712	53,502.32	32,912.47		32,912.47		
Prepaid Expenditures		9713	57,161.75	56,971.75		56,971.75		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,353,308.34	870,521.34		870,521.34		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,164,140.00	1,053,465.00		1,053,465.00		
Unassigned/Unappropriated Amount		9790	734,301.19	178,866.04		178,866.04		

2011-12 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
REVENUE LIMIT SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	19,323,902.00	18,297,625.00	2,143,400.00	18,297,625.00	0.00	0.0%
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	61,960.00	55,183.00	0.00	55,183.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	4,081,188.00	3,920,004.00	0.00	3,920,004.00	0.00	0.0%
Unsecured Roll Taxes		8042	159,800.00	150,849.00	28,904.04	150,849.00	0.00	0.0%
Prior Years' Taxes		8043	346,300.00	205,223.00	124,259.94	205,223.00	0.00	0.0%
Supplemental Taxes		8044	26,000.00	30,574.00	0.00	30,574.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	633,000.00	799,665.00	0.00	799,665.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	654.00	45.83	654.00	0.00	0.0%
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, Revenue Limit Sources			24,632,150.00	23,459,777.00	2,296,609.81	23,459,777.00	0.00	0.0%
Revenue Limit Transfers								
Unrestricted Revenue Limit								
Transfers - Current Year	0000	8091	(1,542,539.00)	(1,542,539.00)	0.00	(1,542,539.00)	0.00	0.0%
Continuation Education ADA Transfer	2200	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Community Day Schools Transfer	2430	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education ADA Transfer	6500	8091	1,542,539.00	1,542,539.00	0.00	1,542,539.00	0.00	0.0%
All Other Revenue Limit								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	63,063.00	63,809.00	0.00	63,809.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(268,772.00)	(246,321.00)	0.00	(246,321.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			24,426,441.00	23,277,265.00	2,296,609.81	23,277,265.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	908,241.00	908,241.00	0.00	908,241.00	0.00	0.0%
Special Education Discretionary Grants		8182	66,622.00	66,622.00	0.00	66,622.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB/IASA (incl. ARRA)	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290	1,456,739.00	1,834,110.00	92,081.25	1,834,110.00	0.00	0.0%

2011-12 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Vocational and Applied Technology Education	3500-3699	8290	39,678.00	38,408.00	435.18	38,408.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)	All Other	8290	165,874.00	164,018.00	120,818.15	164,018.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,637,154.00	3,011,399.00	213,334.58	3,011,399.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Community Day School Additional Funding								
Current Year	2430	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	2430	8319	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Entitlement								
Current Year	6355-6360	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6355-6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	223,404.00	111,702.00	62,534.00	111,702.00	0.00	0.0%
Economic Impact Aid	7090-7091	8311	538,888.00	538,888.00	107,778.00	538,888.00	0.00	0.0%
Spec. Ed. Transportation	7240	8311	39,854.00	19,927.00	11,156.00	19,927.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	629,748.00	629,748.00	252,413.00	629,748.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	63,345.00	63,344.44	63,345.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materi		8560	602,656.00	602,656.00	9,370.69	602,656.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590	3,000.00	3,409.00	3,133.19	3,409.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,214,145.00	2,414,970.00	554,160.50	2,414,970.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			4,251,695.00	4,384,645.00	1,063,889.82	4,384,645.00	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%

2011-12 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	148,000.00	148,000.00	72,618.67	148,000.00	0.00	0.0%
Interest		8660	50,000.00	50,000.00	109.86	50,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	8,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services	All Other	8677	0.00	24,000.00	24,000.00	24,000.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-Revenue Limit (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	70,000.00	71,000.00	18,380.24	71,000.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	30,000.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,875,838.00	1,875,838.00	206,327.00	1,875,838.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,151,838.00	2,178,838.00	351,435.77	2,178,838.00	0.00	0.0%
TOTAL REVENUES			33,467,128.00	32,852,147.00	3,925,269.98	32,852,147.00	0.00	0.0%

2011-12 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	13,740,162.00	14,055,365.00	4,431,868.59	14,055,365.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	525,158.00	621,547.00	199,203.70	621,547.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,061,443.00	1,106,670.00	366,034.32	1,106,670.00	0.00	0.0%
Other Certificated Salaries		1900	237,509.44	278,669.44	119,467.78	278,669.44	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			15,564,272.44	16,062,251.44	5,116,574.39	16,062,251.44	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,350,746.00	1,457,463.00	390,422.48	1,457,463.00	0.00	0.0%
Classified Support Salaries		2200	2,152,671.00	2,182,312.00	686,759.43	2,182,312.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	513,992.00	515,564.00	171,732.96	515,564.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	1,632,368.00	1,636,609.00	542,401.57	1,636,609.00	0.00	0.0%
Other Classified Salaries		2900	132,184.00	159,783.00	41,206.27	159,783.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			5,781,961.00	5,951,731.00	1,832,522.71	5,951,731.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,305,444.63	1,355,180.63	422,964.08	1,355,180.63	0.00	0.0%
PERS		3201-3202	613,321.00	625,954.00	187,540.08	625,954.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	669,089.21	693,900.21	205,204.74	693,900.21	0.00	0.0%
Health and Welfare Benefits		3401-3402	2,865,607.00	2,913,056.00	900,513.65	2,913,056.00	0.00	0.0%
Unemployment Insurance		3501-3502	347,954.00	361,204.00	113,802.95	361,204.00	0.00	0.0%
Workers' Compensation		3601-3602	385,001.00	403,962.00	123,224.40	403,962.00	0.00	0.0%
OPEB, Allocated		3701-3702	50,000.00	50,100.00	1,395.16	50,100.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	63,063.00	63,809.00	0.00	63,809.00	0.00	0.0%
Other Employee Benefits		3901-3902	200,730.00	206,178.00	57,374.13	206,178.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			6,500,209.84	6,673,343.84	2,012,019.19	6,673,343.84	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	20,913.00	14,627.84	20,913.00	0.00	0.0%
Books and Other Reference Materials		4200	56,311.00	41,079.74	13,921.44	41,079.74	0.00	0.0%
Materials and Supplies		4300	1,223,229.00	1,524,668.24	234,225.65	1,524,668.24	0.00	0.0%
Noncapitalized Equipment		4400	39,475.00	65,077.02	(52,945.60)	65,077.02	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,319,015.00	1,651,738.00	209,829.33	1,651,738.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	42,083.00	53,636.00	9,476.43	53,636.00	0.00	0.0%
Dues and Memberships		5300	21,250.00	20,111.00	16,827.91	20,111.00	0.00	0.0%
Insurance		5400-5450	310,000.00	310,000.00	0.00	310,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,047,000.00	1,047,000.00	383,128.51	1,047,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	175,044.00	200,280.00	31,553.81	200,280.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(3,050.00)	(3,050.00)	0.00	(3,050.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,314,363.00	2,460,332.00	497,420.99	2,460,332.00	0.00	0.0%
Communications		5900	181,950.00	176,526.00	24,320.59	176,526.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,088,640.00	4,264,835.00	962,728.24	4,264,835.00	0.00	0.0%

2011-12 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	48,000.00	48,000.00	(11,148.00)	48,000.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	203,275.00	203,275.00	0.00	203,275.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	15,898.00	15,898.00	4,132.07	15,898.00	0.00	0.0%
Other Debt Service - Principal		7439	86,405.00	86,411.00	51,440.29	86,411.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			353,578.00	353,584.00	44,424.36	353,584.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(111,805.00)	(106,916.00)	0.00	(106,916.00)	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(111,805.00)	(106,916.00)	0.00	(106,916.00)	0.00	0.0%
TOTAL, EXPENDITURES			33,495,871.28	34,850,567.28	10,178,098.22	34,850,567.28	0.00	0.0%

2011-12 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance34 73973 0000000
Form C11

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	800,000.00	0.00	800,000.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	800,000.00	0.00	800,000.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	197,167.00	197,167.00	0.00	197,167.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	67,752.00	67,752.00	0.00	67,752.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			264,919.00	264,919.00	0.00	264,919.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(264,919.00)	535,081.00	0.00	535,081.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) Revenue Limit Sources		8010-8099	1,348,233.00	1,144,838.00	426,091.00	1,144,838.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	44,595.00	44,595.07	44,595.00	0.00	0.0%
3) Other State Revenue		8300-8599	124,394.00	104,470.00	92,293.62	104,470.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,000.00	1,000.00	(29.00)	1,000.00	0.00	0.0%
5) TOTAL REVENUES			1,473,627.00	1,295,001.00	562,950.69	1,295,001.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	814,423.00	673,804.00	223,764.33	673,804.00	0.00	0.0%
2) Classified Salaries		2000-2999	203,836.00	158,870.00	61,576.58	158,870.00	0.00	0.0%
3) Employee Benefits		3000-3999	288,131.00	270,766.00	87,919.84	270,766.00	0.00	0.0%
4) Books and Supplies		4000-4999	48,789.00	87,354.00	1,710.09	87,354.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	23,495.00	37,901.00	4,379.15	37,901.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	48,500.00	48,500.00	0.00	48,500.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	74,285.00	75,285.00	0.00	75,285.00	0.00	0.0%
9) TOTAL EXPENDITURES			1,499,439.00	1,352,460.00	379,349.97	1,352,460.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(25,812.00)	(57,459.00)	183,600.72	(57,459.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7659	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(25,812.00)	(57,459.00)	183,600.72	(57,459.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	184,029.62	184,029.62		184,029.62	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			184,029.62	184,029.62		184,029.62		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			184,029.62	184,029.62		184,029.62		
2) Ending Balance, June 30 (E + F1e)			158,217.62	126,570.62		126,570.62		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	7,010.46	0.46		0.46		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	151,207.16	126,571.60		126,571.60		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	(1.44)		(1.44)		

2011-12 First Interim
Charter Schools Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
REVENUE LIMIT SOURCES								
Principal Apportionment								
Charter Schools General Purpose Entitlement - State Aid		8015	1,097,269.00	934,170.00	426,091.00	934,170.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers								
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	250,964.00	210,768.00	0.00	210,768.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			1,348,233.00	1,144,938.00	426,091.00	1,144,938.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8265	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB / IASA (incl. ARRA)	3000-3299, 4000-4139, 4201-4215, 4810, 5510	8290	0.00	44,595.00	44,595.07	44,595.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	44,595.00	44,595.07	44,595.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Transportation	7240	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8580	29,684.00	24,930.00	19,657.82	24,930.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6890	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Healthy Start	8240	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	94,710.00	79,540.00	72,636.00	79,540.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			124,394.00	104,470.00	92,293.62	104,470.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	(29.00)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,000.00	1,000.00	(29.00)	1,000.00	0.00	0.0%
TOTAL REVENUES			1,473,627.00	1,295,001.00	582,950.69	1,295,001.00		

2011-12 First Interim
Charter Schools Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

Description		Resource Codes	Object Codes	(A)	(B)	(C)	(D)	(E)	(F)
CERTIFICATED SALARIES				Original Budget	Board Approved Operating Budget	Actuals To Date	Projected Year Totals	Difference (Col B & D)	% Diff B & D Column
Certificated Teachers' Salaries	1100			655,748.00	541,019.00	183,569.71	541,019.00	0.00	0.0%
	1200			20,000.00	20,000.00	7,096.25	20,000.00	0.00	0.0%
	1300	Certificated Supervisors' and Administrators' Salaries		138,075.00	102,885.00	33,098.37	102,885.00	0.00	0.0%
	1900	Other Certificated Salaries		0.00	0.00	0.00	0.00	0.00	0.0%
	TOTAL, CERTIFICATED SALARIES			814,423.00	673,804.00	223,764.33	673,804.00	0.00	0.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries	2100			0.00	20,735.00	6,220.41	20,735.00	0.00	0.0%
Classified Support Salaries	2200			35,412.00	36,412.00	11,455.84	36,412.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries	2300			0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries	2400			168,424.00	101,723.00	43,900.31	101,723.00	0.00	0.0%
Other Classified Salaries	2600			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES				203,836.00	158,870.00	61,576.56	158,870.00	0.00	0.0%
EMPLOYEE BENEFITS									
STRS	3101-3102			65,543.00	53,098.00	17,868.51	53,098.00	0.00	0.0%
PERS	3201-3202			23,239.00	18,112.00	6,726.06	18,112.00	0.00	0.0%
OASDI/Medicare/Alternative	3301-3302			27,413.00	21,869.00	7,171.34	21,869.00	0.00	0.0%
Health and Welfare Benefits	3401-3402			137,270.00	145,809.00	45,928.11	145,809.00	0.00	0.0%
Unemployment Insurance	3501-3502			14,673.00	11,897.00	4,613.65	11,897.00	0.00	0.0%
Workers' Compensation	3601-3602			19,193.00	14,857.00	4,991.75	14,857.00	0.00	0.0%
OPFB, Allocated	3701-3702			0.00	0.00	0.00	0.00	0.00	0.0%
OPFB, Active Employees	3751-3752			0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction	3801-3802			0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits	3901-3902			1,800.00	4,903.00	620.42	4,903.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS				288,131.00	270,768.00	87,918.64	270,768.00	0.00	0.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials	4100			0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials	4200			0.00	1,500.00	16.81	1,500.00	0.00	0.0%
Materials and Supplies	4300			46,769.00	85,654.00	1,693.28	85,654.00	0.00	0.0%
Noncapitalized Equipment	4400			0.00	0.00	0.00	0.00	0.00	0.0%
Food	4700			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES				46,769.00	87,354.00	1,710.09	87,354.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services	5100			0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences	5200			1,320.00	1,375.00	220.00	1,375.00	0.00	0.0%
Dues and Memberships	5300			0.00	1,000.00	756.00	1,000.00	0.00	0.0%
Insurance	5400-5450			0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services	5500			0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Repairs, and Noncapitalized Improvements	5600			6,100.00	10,600.00	900.00	10,600.00	0.00	0.0%
Transfers of Direct Costs	5710			0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund	5750			0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures	5800			15,825.00	22,126.00	2,383.23	22,126.00	0.00	0.0%
Communications	5900			250.00	2,800.00	119.92	2,800.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES				23,495.00	37,901.00	4,379.15	37,901.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	48,500.00	48,500.00	0.00	48,500.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			48,500.00	48,500.00	0.00	48,500.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	74,285.00	75,285.00	0.00	75,285.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			74,285.00	75,285.00	0.00	75,285.00	0.00	0.0%
TOTAL, EXPENDITURES			1,499,439.00	1,352,480.00	379,349.97	1,352,480.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	17,834.00	17,834.00	3,402.00	17,834.00	0.00	0.0%
4) Other Local Revenue		8600-8799	32,800.00	32,800.00	7,480.00	32,800.00	0.00	0.0%
5) TOTAL, REVENUES			50,634.00	50,634.00	10,882.00	50,634.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	74,783.00	73,081.00	22,505.32	73,081.00	0.00	0.0%
2) Classified Salaries		2000-2999	13,207.00	13,232.00	4,071.88	13,232.00	0.00	0.0%
3) Employee Benefits		3000-3999	18,195.00	19,872.00	6,811.46	19,872.00	0.00	0.0%
4) Books and Supplies		4000-4999	11,851.00	11,251.00	691.28	11,251.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	550.00	950.00	75.00	950.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			118,386.00	118,386.00	34,154.90	118,386.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(67,752.00)	(67,752.00)	(23,282.90)	(67,752.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	67,752.00	67,752.00	0.00	67,752.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			67,752.00	67,752.00	0.00	67,752.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(23,292.90)	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance	9791		47,776.54	47,776.54		47,776.54	0.00	0.0%
a) As of July 1 - Unaudited								
b) Audit Adjustments	9793		0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			47,776.54	47,776.54		47,776.54		
d) Other Restatements	9795		0.00	0.00		0.00		0.0%
e) Adjusted Beginning Balance (F1c + F1d)			47,776.54	47,776.54		47,776.54		
2) Ending Balance, June 30 (E + F1e)								
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash	9711		0.00	0.00		0.00		
Stores	9712		0.00	0.00		0.00		
Prepaid Expenditures	9713		0.00	0.00		0.00		
All Others	9719		0.00	0.00		0.00		
b) Restricted	9740		0.00	0.00		0.00		
Stabilization Arrangements	9750		0.00	0.00		0.00		
Other Commitments	9760		0.00	0.00		0.00		
d) Assigned								
Other Assignments	9780		47,776.54	47,776.54		47,776.54		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties	9788		0.00	0.00		0.00		
Unassigned/Unappropriated Amount	9790		0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB / IASA (incl. ARRA)	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	17,834.00	17,834.00	3,402.00	17,834.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			17,834.00	17,834.00	3,402.00	17,834.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	300.00	300.00	19.00	300.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	32,500.00	32,500.00	7,441.00	32,500.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			32,800.00	32,800.00	7,460.00	32,800.00	0.00	0.0%
TOTAL, REVENUES			50,634.00	50,634.00	10,862.00	50,634.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	74,783.00	73,081.00	22,505.32	73,081.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1800	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			74,783.00	73,081.00	22,505.32	73,081.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	13,207.00	13,207.00	4,046.88	13,207.00	0.00	0.0%
Other Classified Salaries		2900	0.00	25.00	25.00	25.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			13,207.00	13,232.00	4,071.88	13,232.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	6,170.00	6,170.00	1,054.33	6,170.00	0.00	0.0%
PERS		3201-3202	1,443.00	2,509.00	1,507.08	2,509.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	2,098.00	2,697.00	1,229.81	2,697.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	5,300.00	5,300.00	2,128.14	5,300.00	0.00	0.0%
Unemployment Insurance		3501-3502	1,148.00	1,153.00	426.50	1,153.00	0.00	0.0%
Workers' Compensation		3601-3602	1,572.00	1,577.00	463.60	1,577.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	466.00	466.00	0.00	466.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			18,195.00	19,872.00	6,811.48	19,872.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	300.00	300.00	0.00	300.00	0.00	0.0%
Materials and Supplies		4300	11,351.00	10,951.00	691.28	10,951.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			11,651.00	11,251.00	691.28	11,251.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	300.00	300.00	75.00	300.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	50.00	50.00	0.00	50.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	100.00	100.00	0.00	100.00	0.00	0.0%
Communications		5900	100.00	500.00	0.00	500.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			550.00	950.00	75.00	950.00	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			118,388.00	118,388.00	34,154.80	118,388.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	67,752.00	67,752.00	0.00	67,752.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			67,752.00	67,752.00	0.00	67,752.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8979	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)								
			67,752.00	67,752.00	0.00	67,752.00		

Description	Resource Codes	Object Codes	Original Budget	Board Approved Operating Budget	Actuals To Date	Projected Year Totals	Difference (Col B & D)	% Diff B & D Column
A. REVENUES								
1) Revenue Limit Sources	8010-8099		0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue	8100-8289		0.00	0.00	88,717.00	0.00	0.00	0.0%
3) Other State Revenue	8300-8599		737,520.00	590,489.00	175,954.63	590,489.00	0.00	0.0%
4) Other Local Revenue	8600-8799		0.00	150.00	211.00	150.00	0.00	0.0%
5) TOTAL REVENUES			737,520.00	590,639.00	264,882.63	590,639.00		
B. EXPENDITURES								
1) Certificated Salaries	1000-1999		0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries	2000-2999		0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits	3000-3999		0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies	4000-4999		0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures	5000-5999		700,000.00	658,988.00	155,622.88	558,988.00	0.00	0.0%
6) Capital Outlay	6000-6999		0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299		0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		37,520.00	31,651.00	0.00	31,651.00	0.00	0.0%
9) TOTAL EXPENDITURES			737,520.00	590,639.00	155,622.88	590,639.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS - B9)								
			0.00	0.00	109,259.75	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Inland Transfers	8900-8929		0.00	0.00	0.00	0.00	0.00	0.0%
a) Transfers In								
b) Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses	8930-8979		0.00	0.00	0.00	0.00	0.00	0.0%
a) Sources								
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	109,259.75	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2011-12 First Interim
Child Development Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	88,717.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	88,717.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6055, 6056, 6105	8590	737,520.00	590,489.00	175,954.63	590,489.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			737,520.00	590,489.00	175,954.63	590,489.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	150.00	211.00	150.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8689	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	150.00	211.00	150.00	0.00	0.0%
TOTAL, REVENUES			737,520.00	590,639.00	264,882.63	590,639.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	700,000.00	558,988.00	155,622.88	558,988.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			700,000.00	558,988.00	155,622.88	558,988.00	0.00	0.0%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7289	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	37,520.00	31,651.00	0.00	31,651.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			37,520.00	31,651.00	0.00	31,651.00	0.00	0.0%
TOTAL, EXPENDITURES			737,520.00	590,639.00	155,622.88	590,639.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,261,233.00	1,261,233.00	143,138.99	1,261,233.00	0.00	0.0%
3) Other State Revenue		8300-8599	90,000.00	90,000.00	12,191.25	90,000.00	0.00	0.0%
4) Other Local Revenue		8800-8799	401,500.00	401,500.00	57.83	401,500.00	0.00	0.0%
5) TOTAL, REVENUES			1,752,733.00	1,752,733.00	155,388.07	1,752,733.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	581,739.00	588,041.00	173,832.44	588,041.00	0.00	0.0%
3) Employee Benefits		3000-3999	277,548.00	275,968.00	78,715.39	275,968.00	0.00	0.0%
4) Books and Supplies		4000-4999	820,000.00	852,852.67	233,970.35	852,852.67	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	73,448.00	73,948.00	10,567.34	73,948.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	80,847.33	16,647.33	80,847.33	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,752,733.00	1,871,457.00	513,732.65	1,871,457.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	(118,724.00)	(358,344.78)	(118,724.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

2011-12 First Interim
Cafeteria Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 131

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(118,724.00)	(358,344.78)	(118,724.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9781	251,118.13	251,118.13		251,118.13	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			251,118.13	251,118.13		251,118.13		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			251,118.13	251,118.13		251,118.13		
2) Ending Balance, June 30 (E + F1e)			251,118.13	132,394.13		132,394.13		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	251,118.13	132,394.13		132,394.13		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2011-12 First Interim
Cafeteria Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 131

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
REVENUE LIMIT SOURCES								
Revenue Limit Transfers								
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Child Nutrition Programs		8220	1,281,233.00	1,281,233.00	143,138.99	1,281,233.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,281,233.00	1,281,233.00	143,138.99	1,281,233.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	90,000.00	90,000.00	12,191.25	90,000.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			90,000.00	90,000.00	12,191.25	90,000.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8831	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8834	400,000.00	400,000.00	(253.17)	400,000.00	0.00	0.0%
Leases and Rentals		8850	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8860	0.00	0.00	231.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8882	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8877	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8899	1,500.00	1,500.00	80.00	1,500.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			401,500.00	401,500.00	57.83	401,500.00	0.00	0.0%
TOTAL, REVENUES			1,752,733.00	1,752,733.00	155,388.07	1,752,733.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	489,685.00	495,987.00	142,397.23	495,987.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	66,466.00	66,466.00	22,155.32	66,466.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	25,588.00	25,588.00	9,279.89	25,588.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			581,739.00	588,041.00	173,832.44	588,041.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	63,547.00	60,463.00	15,488.47	60,463.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	44,622.00	42,546.00	12,437.21	42,546.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	135,645.00	140,145.00	40,614.12	140,145.00	0.00	0.0%
Unemployment Insurance		3501-3502	9,372.00	8,937.00	2,876.15	8,937.00	0.00	0.0%
Workers' Compensation		3601-3602	10,395.00	9,912.00	3,111.59	9,912.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	13,965.00	13,965.00	4,187.85	13,965.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			277,548.00	275,968.00	78,715.39	275,968.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	100,000.00	125,000.00	18,396.31	125,000.00	0.00	0.0%
Noncapitalized Equipment		4400	20,000.00	60,000.00	6,289.72	60,000.00	0.00	0.0%
Food		4700	700,000.00	667,852.67	209,284.32	667,852.67	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			820,000.00	852,852.67	233,970.35	852,852.67	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	3,160.00	3,460.00	889.00	3,460.00	0.00	0.0%
Dues and Memberships		5300	5,000.00	5,000.00	392.45	5,000.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5800	47,088.00	47,088.00	5,434.95	47,088.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	3,000.00	3,000.00	0.00	3,000.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	15,000.00	15,000.00	3,826.55	15,000.00	0.00	0.0%
Communications		5900	200.00	400.00	24.39	400.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			73,448.00	73,948.00	10,567.34	73,948.00	0.00	0.0%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	80,647.33	16,647.33	80,647.33	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	80,647.33	16,647.33	80,647.33	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,752,733.00	1,871,457.00	513,732.85	1,871,457.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)								
			0.00	0.00	0.00	0.00		

2011-12 First Interim
Deferred Maintenance Fund
Revenues, Expenditures, and Changes in Fund Balance

Description		Resource Codes	Object Codes	Original Budget	Board Approved Operating Budget	Actuals To Date	Projected Year Totals	Difference (Col B & D)	% Diff
A. REVENUES									
1) Revenue Limit Sources		8010-8099		0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299		0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599		0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799		2,342.00	2,342.00	264.00	2,342.00	0.00	0.0%
5) TOTAL REVENUES				2,342.00	2,342.00	264.00	2,342.00		
B. EXPENDITURES									
1) Certificated Salaries		1000-1999		0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999		0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999		0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999		149,509.00	89,009.00	8,192.26	89,009.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999		50,000.00	110,500.00	44,115.15	110,500.00	0.00	0.0%
6) Capital Outlay		6000-6999		0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499		0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399		0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES				189,509.00	199,509.00	52,307.41	199,509.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)				(197,167.00)	(197,167.00)	(52,043.41)	(197,167.00)		
D. OTHER FINANCING SOURCES/USES									
1) Inland Transfers		8900-8929		197,167.00	197,167.00	0.00	197,167.00	0.00	0.0%
b) Transfers Out		7800-7829		0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979		0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699		0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999		0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES				197,167.00	197,167.00	0.00	197,167.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(52,043.41)	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	203,112.68	203,112.68		203,112.68	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			203,112.68	203,112.68		203,112.68		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			203,112.68	203,112.68		203,112.68		
2) Ending Balance, June 30 (E + F1e)			203,112.68	203,112.68		203,112.68		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	203,112.68	203,112.68		203,112.68		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2011-12 First Interim
Deferred Maintenance Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 141

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER STATE REVENUE								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	2,342.00	2,342.00	264.00	2,342.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,342.00	2,342.00	264.00	2,342.00	0.00	0.0%
TOTAL REVENUES			2,342.00	2,342.00	264.00	2,342.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	149,509.00	89,009.00	8,192.26	89,009.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			149,509.00	89,009.00	8,192.26	89,009.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	50,000.00	89,000.00	22,667.15	89,000.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	21,500.00	21,448.00	21,500.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			50,000.00	110,500.00	44,115.15	110,500.00	0.00	0.0%
CAPITAL OUTLAY								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			199,509.00	199,509.00	52,307.41	199,509.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From General, Special Reserve, & Building Funds		8915	197,167.00	197,167.00	0.00	197,167.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			197,167.00	197,167.00	0.00	197,167.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			197,167.00	197,167.00	0.00	197,167.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,500.00	2,500.00	3,144.00	2,500.00	0.00	0.0%
5) TOTAL, REVENUES			2,500.00	2,500.00	3,144.00	2,500.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,500.00	2,500.00	3,144.00	2,500.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	800,000.00	0.00	800,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	(800,000.00)	0.00	(800,000.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,500.00	(797,500.00)	3,144.00	(797,500.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,329,138.81	2,329,138.81		2,329,138.81	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,329,138.81	2,329,138.81		2,329,138.81		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,329,138.81	2,329,138.81		2,329,138.81		
2) Ending Balance, June 30 (E + F1e)			2,331,638.81	1,531,638.81		1,531,638.81		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9780	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	2,331,638.81	1,531,638.81		1,531,638.81		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2011-12 First Interim
Special Reserve Fund for Other Than Capital Outlay Projects
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER LOCAL REVENUE	Sales Sale of Equipment/Supplies	8831	0.00	0.00	0.00	0.00	0.00	0.0%
		Interest	2,500.00	2,500.00	3,144.00	2,500.00	0.00	0.0%
		Net Increase (Decrease) in the Fair Value of Investments	0.00	0.00	0.00	0.00	0.00	0.0%
		TOTAL OTHER LOCAL REVENUE	2,500.00	2,500.00	3,144.00	2,500.00	0.00	0.0%
TOTAL REVENUES			2,500.00	2,500.00	3,144.00	2,500.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
INTERFUND TRANSFERS IN	From General Fund/CSSF	8912	0.00	0.00	0.00	0.00	0.00	0.0%
		Other Authorized Interfund Transfers in	0.00	0.00	0.00	0.00	0.00	0.0%
		(a) TOTAL INTERFUND TRANSFERS IN	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
INTERFUND TRANSFERS OUT	To General Fund/CSSF	7612	0.00	800,000.00	0.00	800,000.00	0.00	0.0%
		To State School Building Fund/ County School Facilities Fund	0.00	0.00	0.00	0.00	0.00	0.0%
		To Deferred Maintenance Fund	0.00	0.00	0.00	0.00	0.00	0.0%
		Other Authorized Interfund Transfers Out	0.00	0.00	0.00	0.00	0.00	0.0%
		(b) TOTAL INTERFUND TRANSFERS OUT	0.00	800,000.00	0.00	800,000.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES	Other Sources	8965	0.00	0.00	0.00	0.00	0.00	0.0%
		Transfers from Funds of Lapsed/Reorganized LEAs	0.00	0.00	0.00	0.00	0.00	0.0%
		(c) TOTAL SOURCES	0.00	0.00	0.00	0.00	0.00	0.0%
USES	Transfers of Funds from Lapsed/Reorganized LEAs	7651	0.00	0.00	0.00	0.00	0.00	0.0%
		(d) TOTAL USES	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
(a - b + c - d)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	13,027.00	13,027.00	1,415.00	13,027.00	0.00	0.0%
5) TOTAL, REVENUES			13,027.00	13,027.00	1,415.00	13,027.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	1,721.00	948.92	1,721.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	196.00	95.74	196.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	290,232.00	6,106.95	290,232.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	13,027.00	77,480.00	23,377.51	77,480.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	28,640.00	11,010.74	28,640.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			13,027.00	398,269.00	41,539.86	398,269.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	(385,242.00)	(40,124.86)	(385,242.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

California Dept of Education
SACS Financial Reporting Software - 2011 2.0
File Fund-d (Rev 05/18/2011)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent								
Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	13,027.00	13,027.00	1,415.00	13,027.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			13,027.00	13,027.00	1,415.00	13,027.00	0.00	0.0%
TOTAL, REVENUES			13,027.00	13,027.00	1,415.00	13,027.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES	Classified Support Salaries	2200	1,721.00	948.92	1,721.00	1,721.00	0.00	0.0%
	Classified Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00	0.00	0.00	0.0%
	General, Technical and Office Salaries	2400	0.00	0.00	0.00	0.00	0.00	0.0%
	Other Classified Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.0%
	TOTAL CLASSIFIED SALARIES		0.00	1,721.00	948.92	1,721.00	0.00	0.0%
EMPLOYEE BENEFITS	STRS	3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
	PERS	3201-3202	0.00	7.00	0.00	7.00	0.00	0.0%
	QASD/Medical/Alternative	3301-3302	0.00	128.00	63.95	128.00	0.00	0.0%
	Health and Welfare Benefits	3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
	Unemployment Insurance	3501-3502	0.00	31.00	15.26	31.00	0.00	0.0%
	Workers' Compensation	3601-3602	0.00	32.00	16.53	32.00	0.00	0.0%
	OP&B, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
	OP&B, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
	PERS Reduction	3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
	Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
	TOTAL EMPLOYEE BENEFITS		0.00	190.00	95.74	190.00	0.00	0.0%
BOOKS AND SUPPLIES	Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00	0.0%
	Materials and Supplies	4300	0.00	289,352.00	5,282.82	289,352.00	0.00	0.0%
	Noncapitalized Equipment	4400	0.00	880.00	824.13	880.00	0.00	0.0%
	TOTAL BOOKS AND SUPPLIES		0.00	290,232.00	6,106.95	290,232.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES	Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00	0.0%
	Travel and Conferences	5200	0.00	0.00	0.00	0.00	0.00	0.0%
	Insurance	5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
	Operations and Housekeeping Services	5500	0.00	0.00	0.00	0.00	0.00	0.0%
	Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	0.00	1,325.00	787.51	1,325.00	0.00	0.0%
	Transfers of Direct Costs	5710	0.00	0.00	0.00	0.00	0.00	0.0%
	Transfers of Direct Costs - Interfund	5750	0.00	0.00	0.00	0.00	0.00	0.0%
	Professionals/Consulting Services and Operating Expenditures	6800	13,027.00	79,155.00	22,580.00	79,155.00	0.00	0.0%
	Communications	5900	0.00	0.00	0.00	0.00	0.00	0.0%
	TOTAL SERVICES AND OTHER OPERATING EXPENDITURES		13,027.00	77,480.00	23,377.51	77,480.00	0.00	0.0%

2011-12 First Interim
Building Fund
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000
Form 211

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		8100	0.00	8,000.00	8,000.00	8,000.00	0.00	0.0%
Land Improvements		8170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	20,640.00	3,010.74	20,640.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	28,640.00	11,010.74	28,640.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			13,027.00	398,269.00	41,539.86	398,269.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7813	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7815	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8981	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	(2,716.00)	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	(2,716.00)	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	(2,716.00)	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(2,716.00)	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	(1,317,406.48)	(1,317,406.48)		(1,317,406.48)	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(1,317,406.48)	(1,317,406.48)		(1,317,406.48)		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(1,317,406.48)	(1,317,406.48)		(1,317,406.48)		
2) Ending Balance, June 30 (E + F1e)			(1,317,406.48)	(1,317,406.48)		(1,317,406.48)		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9780	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9750	(1,317,406.48)	(1,317,406.48)		(1,317,406.48)		

2011-12 First Interim
Capital Facilities Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER STATE REVENUE								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent								
Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	(26,848.00)	(26,848.00)	(2,716.00)	(26,848.00)	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	26,848.00	26,848.00	0.00	26,848.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	(2,716.00)	0.00	0.00	0.0%
TOTAL REVENUES			0.00	0.00	(2,716.00)	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		

2011-12 First Interim
Capital Facilities Fund
Revenues, Expenditures, and Changes in Fund Balance

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Form 251

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)								
			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,214.00	5,214.00	1,410.00	5,214.00	0.00	0.0%
5) TOTAL, REVENUES			5,214.00	5,214.00	1,410.00	5,214.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	5,214.00	5,214.00	0.00	5,214.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,214.00	5,214.00	0.00	5,214.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	1,410.00	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

2011-12 First Interim
County School Facilities Fund
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	1,410.00	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,044,470.67	1,044,470.67		1,044,470.67	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,044,470.67	1,044,470.67		1,044,470.67		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,044,470.67	1,044,470.67		1,044,470.67		
2) Ending Balance, June 30 (E + F1e)			1,044,470.67	1,044,470.67		1,044,470.67		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	1,044,470.67	1,044,470.67		1,044,470.67		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Other Federal Revenue (incl. ARRA)		8260	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
School Facilities Apportionments		8545	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	5,214.00	5,214.00	1,410.00	5,214.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,214.00	5,214.00	1,410.00	5,214.00	0.00	0.0%
TOTAL, REVENUES			5,214.00	5,214.00	1,410.00	5,214.00		

Description		Resource Codes	Object Codes	(A) Original Budget	(B) Board Approved Operating Budget	(C) Actuals To Date	(D) Projected Year Totals	(E) Difference (Col B & D)	(F) % Diff Column B & D
CLASSIFIED SALARIES	Classified Support Salaries	2200		0.00	0.00	0.00	0.00	0.00	0.0%
	Classified Supervisors' and Administrators' Salaries	2300		0.00	0.00	0.00	0.00	0.00	0.0%
	General, Technical and Office Salaries	2400		0.00	0.00	0.00	0.00	0.00	0.0%
	Other Classified Salaries	2900		0.00	0.00	0.00	0.00	0.00	0.0%
	TOTAL CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS	STRS	3101-3102		0.00	0.00	0.00	0.00	0.00	0.0%
	PERS	3201-3202		0.00	0.00	0.00	0.00	0.00	0.0%
	QASD/Medical/Alternative	3301-3302		0.00	0.00	0.00	0.00	0.00	0.0%
	Health and Welfare Benefits	3401-3402		0.00	0.00	0.00	0.00	0.00	0.0%
	Unemployment Insurance	3501-3502		0.00	0.00	0.00	0.00	0.00	0.0%
	Workers' Compensation	3601-3602		0.00	0.00	0.00	0.00	0.00	0.0%
	OP&B, Allocated	3701-3702		0.00	0.00	0.00	0.00	0.00	0.0%
	OP&B, Active Employees	3751-3752		0.00	0.00	0.00	0.00	0.00	0.0%
	PERS Reduction	3801-3802		0.00	0.00	0.00	0.00	0.00	0.0%
	Other Employee Benefits	3901-3902		0.00	0.00	0.00	0.00	0.00	0.0%
	TOTAL EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES	Books and Other Reference Materials	4200		0.00	0.00	0.00	0.00	0.00	0.0%
	Materials and Supplies	4300		0.00	0.00	0.00	0.00	0.00	0.0%
	Noncapitalized Equipment	4400		0.00	0.00	0.00	0.00	0.00	0.0%
	TOTAL BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES	Subagreements for Services	5100		0.00	0.00	0.00	0.00	0.00	0.0%
	Travel and Conferences	5200		0.00	0.00	0.00	0.00	0.00	0.0%
	Insurance	5400-5450		0.00	0.00	0.00	0.00	0.00	0.0%
	Operations and Housekeeping Services	5500		0.00	0.00	0.00	0.00	0.00	0.0%
	Rentals, Leases, Repairs, and Noncapitalized Improvements	5600		0.00	0.00	0.00	0.00	0.00	0.0%
	Transfers of Direct Costs	5710		0.00	0.00	0.00	0.00	0.00	0.0%
	Transfers of Direct Costs - Interfund	5750		0.00	0.00	0.00	0.00	0.00	0.0%
	Professional/Consulting Services and Operating Expenditures	5800		5,214.00	5,214.00	0.00	5,214.00	0.00	0.0%
	Communications	5900		0.00	0.00	0.00	0.00	0.00	0.0%
	TOTAL SERVICES AND OTHER OPERATING EXPENDITURES			5,214.00	5,214.00	0.00	5,214.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		8100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		8170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			5,214.00	5,214.00	0.00	5,214.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8910	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8973	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8979	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	ESTIMATED REVENUE LIMIT ADA Original Budget (A)	ESTIMATED REVENUE LIMIT ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED REVENUE LIMIT ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
ELEMENTARY						
1. General Education	3,088.96	3,088.96	2,987.60	3,088.96	0.00	0%
2. Special Education	137.58	139.54	139.54	139.54	0.00	0%
HIGH SCHOOL						
3. General Education	1,328.09	1,328.09	1,309.50	1,328.09	0.00	0%
4. Special Education	63.01	64.30	64.30	64.30	0.00	0%
COUNTY SUPPLEMENT						
5. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
6. Special Education	42.92	42.96	42.96	42.96	0.00	0%
7. TOTAL, K-12 ADA	4,660.56	4,663.85	4,543.90	4,663.85	0.00	0%
8. ADA for Necessary Small Schools also included in lines 1 - 4.	0.00	0.00	0.00	0.00	0.00	0%
9. Regional Occupational Centers/Programs (ROC/P)*						
CLASSES FOR ADULTS						
10. Concurrently Enrolled Secondary Students*						
11. Adults Enrolled, State Apportioned*						
12. Independent Study - (Students 21 years or older and students 19 years or older and not continuously enrolled since their 18th birthday)*						
13. TOTAL, CLASSES FOR ADULTS						
14. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
15. ADA TOTALS (Sum of lines 7, 9, 13, & 14)	4,660.56	4,663.85	4,543.90	4,663.85	0.00	0%
SUPPLEMENTAL INSTRUCTIONAL HOURS						
16. Elementary*						
17. High School*						
18. TOTAL, SUPPLEMENTAL HOURS						

Description	ESTIMATED REVENUE LIMIT ADA Original Budget (A)	ESTIMATED REVENUE LIMIT ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED REVENUE LIMIT ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
COMMUNITY DAY SCHOOLS - Additional Funds						
19. ELEMENTARY						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only	0.00	0.00	0.00	0.00	0.00	0%
b. 7th & 8th Hour Pupil Hours (Hours)*						
20. HIGH SCHOOL						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only	0.00	0.00	0.00	0.00	0.00	0%
b. 7th & 8th Hour Pupil Hours (Hours)*						
CHARTER SCHOOLS						
21. Charter ADA funded thru the Block Grant						
a. Charters Sponsored by Unified Districts - Resident (EC 47660) (applicable only for unified districts with Charter School General Purpose Block Grant Offset recorded on line 30 in Form RLI)	0.00	0.00	0.00	0.00	0.00	0%
b. All Other Block Grant Funded Charters	0.00	0.00	0.00	0.00	0.00	0%
22. Charter ADA funded thru the Revenue Limit	0.00	0.00	0.00	0.00	0.00	0%
23. TOTAL, CHARTER SCHOOLS ADA (sum lines 21a, 21b, and 22)	0.00	0.00	0.00	0.00	0.00	0%
24. SUPPLEMENTAL INSTRUCTIONAL HOURS*						

*ADA is no longer collected as a result of flexibility provisions of SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), currently in effect from 2008-09 through 2014-15.

Description	Principal Appt. Software Data ID	Original Budget	Board Approved Operating Budget	Projected Year Totals
BASE REVENUE LIMIT PER ADA				
1. Base Revenue Limit per ADA (prior year)	0025	6,352.00	6,352.00	6,352.00
2. Inflation Increase	0041	143.00	143.00	143.00
3. All Other Adjustments	0042, 0525, 0719	0.00	0.00	0.00
4. TOTAL, BASE REVENUE LIMIT PER ADA (Sum Lines 1 through 3)	0024	6,495.00	6,495.00	6,495.00
REVENUE LIMIT SUBJECT TO DEFICIT				
5. Total Base Revenue Limit				
a. Base Revenue Limit per ADA (from Line 4)	0024	6,495.00	6,495.00	6,495.00
b. Revenue Limit ADA	0033	4,660.56	4,663.85	4,663.85
c. Total Base Revenue Limit (Line 5a times Line 5b)	0269	30,270,337.20	30,291,705.75	30,291,705.75
6. Allowance for Necessary Small School	0489	0.00	0.00	0.00
7. Gain or Loss from Interdistrict Attendance Agreements	0272	0.00	0.00	0.00
8. Meals for Needy Pupils	0090			
9. Special Revenue Limit Adjustments	0274	0.00	0.00	0.00
10. One-time Equalization Adjustments	0275			
11. Miscellaneous Revenue Limit Adjustments	0276, 0659	0.00	0.00	0.00
12. Less: All Charter District Revenue Limit Adjustment	0217	0.00	0.00	0.00
13. Beginning Teacher Salary Incentive Funding	0552			
14. Less: Class Size Penalties Adjustment	0173	0.00	0.00	0.00
15. REVENUE LIMIT SUBJECT TO DEFICIT (Sum Lines 5c through 11, plus Line 13, minus Lines 12 and 14)	0082	30,270,337.20	30,291,705.75	30,291,705.75
DEFICIT CALCULATION				
16. Deficit Factor	0281	0.80246	0.80246	0.80246
17. TOTAL, DEFICITED REVENUE LIMIT (Line 15 times Line 16)	0284	24,290,734.79	24,307,882.20	24,307,882.20
OTHER REVENUE LIMIT ITEMS				
18. Unemployment Insurance Revenue	0060	357,698.00	405,891.00	405,891.00
19. Less: Longer Day/Year Penalty	0287	0.00	0.00	0.00
20. Less: Excess ROC/P Reserves Adjustment	0288	0.00	0.00	0.00
21. Less: PERS Reduction	0195	63,063.00	63,809.00	63,809.00
22. PERS Safety Adjustment/SFUSD PERS Adjustment	0205, 0654	0.00	0.00	0.00
23. TOTAL, OTHER REVENUE LIMIT ITEMS (Sum Lines 18 and 22, minus Lines 19 through 21)	---	294,635.00	342,082.00	342,082.00
24. TOTAL REVENUE LIMIT (Sum Lines 17 and 23)	0088	24,585,369.79	24,649,964.20	24,649,964.20

Description	Principal Appt. Software Data ID	Original Budget	Board Approved Operating Budget	Projected Year Totals
REVENUE LIMIT - LOCAL SOURCES				
25. Property Taxes	0587	5,308,248.00	5,161,498.00	5,161,498.00
26. Miscellaneous Funds	0588	0.00	654.00	654.00
27. Community Redevelopment Funds	0589	0.00	0.00	0.00
28. Less: Charter Schools In-lieu Taxes	0595	268,772.00	246,321.00	246,321.00
29. TOTAL, REVENUE LIMIT - LOCAL SOURCES (Sum Lines 25 through 27, minus Line 28)	0126	5,039,476.00	4,915,831.00	4,915,831.00
30. Charter School General Purpose Block Grant Offset (Unified Districts Only)	0293	0.00	0.00	0.00
31. STATE AID PORTION OF REVENUE LIMIT (Sum Line 24, minus Lines 29 and 30. If negative, then zero)	0111	19,545,893.79	19,734,133.20	19,734,133.20
OTHER ITEMS				
32. Less: County Office Funds Transfer	0458	221,992.00	223,907.00	223,907.00
33. Core Academic Program	9001			
34. California High School Exit Exam	9002			
35. Pupil Promotion and Retention Programs (Retained and Recommended for Retention, and Low STAR and At Risk of Retention)	9016, 9017			
36. Apprenticeship Funding	0570			
37. Community Day School Additional Funding	3103, 9007			
38. Basic Aid "Choice"/Court Ordered Voluntary Pupil Transfer	0634, 0629	0.00	0.00	0.00
39. Basic Aid Supplement Charter School Adjustment	9018	0.00	0.00	0.00
40. All Other Adjustments	---	0.00	(1,212,601.00)	(1,212,601.00)
41. TOTAL, OTHER ITEMS (Sum Lines 33 through 40, minus Line 32)	---	(221,992.00)	(1,436,508.00)	(1,436,508.00)
42. TOTAL, STATE AID PORTION OF REVENUE LIMIT (Sum Lines 31 and 41) (This amount should agree with Object 8011)	---	19,323,901.79	18,297,625.20	18,297,625.20
OTHER NON-REVENUE LIMIT ITEMS				
43. Core Academic Program	9001	0.00	0.00	0.00
44. California High School Exit Exam	9002	0.00	0.00	0.00
45. Pupil Promotion and Retention Programs (Retained and Recommended for Retention, and Low STAR and At Risk of Retention)	9016, 9017	0.00	0.00	0.00
46. Apprenticeship Funding	0570	0.00	0.00	0.00
47. Community Day School Additional Funding	3103, 9007	0.00	0.00	0.00

	Object	July	August	September	October	November	December
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	October						
A. BEGINNING CASH	9110	(298,569.00)	(271,181.00)	457,633.00	2,519,718.00	82,402.00	401,325.00
B. RECEIPTS							
Revenue Limit Sources							
Property Taxes	8020-8079	79,439.00	34,485.00	59.00	39,180.00	0.00	0.00
Principal Apportionment	8010-8019	1,736,246.00	2,381,309.00	3,525,347.00	(5,499,502.00)	1,646,786.00	1,646,786.00
Miscellaneous Funds	8080-8099	20.00		26.00	(7,958.00)	0.00	0.00
Federal Revenue	8100-8299	9,989.00	136,063.00	75,240.00		259,879.00	259,879.00
Other State Revenue	8300-8599	397,984.00	663,265.00	537,752.00	(535,111.00)	882,866.00	374,784.00
Other Local Revenue	8600-8799	171,987.00	243,187.00	425,922.00	(489,660.00)	337,650.00	337,650.00
Interfund Transfers In	8910-8929						
All Other Financing Sources	8930-8979						
Other Receipts/Non-Revenue							
TOTAL RECEIPTS		2,395,665.00	3,458,309.00	4,564,346.00	(6,493,051.00)	3,127,181.00	2,619,099.00
C. DISBURSEMENTS							
Certificated Salaries	1000-1999	617,788.00	1,453,510.00	1,510,061.00	1,535,215.00	1,523,117.00	1,523,117.00
Classified Salaries	2000-2999	260,865.00	510,747.00	509,531.00	551,382.00	464,900.00	564,900.00
Employee Benefits	3000-3999	253,654.00	574,889.00	589,025.00	594,448.00	227,239.00	938,093.00
Books, Supplies and Services	4000-5999	20,516.00	527,446.00	179,396.00	445,200.00	593,002.00	593,002.00
Capital Outlay	6000-6599						
Other Outgo	7000-7499	14,535.00		(11,148.00)	41,037.00		
Interfund Transfers Out	7600-7629						
All Other Financing Uses	7630-7699						
Other Disbursements/ Non Expenditures							
TOTAL DISBURSEMENTS		1,167,358.00	3,066,592.00	2,776,865.00	3,167,282.00	2,808,258.00	3,619,112.00
D. PRIOR YEAR TRANSACTIONS							
Accounts Receivable	9200	(15,654.00)	(1,415.00)	(1,419.00)	7,053,853.00		
Accounts Payable	9500	1,185,265.00	(338,512.00)	(276,023.00)	(169,164.00)		
TOTAL PRIOR YEAR TRANSACTIONS		(1,200,919.00)	337,097.00	274,604.00	7,223,017.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)		27,388.00	728,814.00	2,062,085.00	(2,437,316.00)	318,923.00	(1,000,013.00)
F. ENDING CASH (A + E)		(271,181.00)	457,633.00	2,519,718.00	82,402.00	401,325.00	(598,688.00)
G. ENDING CASH, PLUS ACCRUALS							

	Object	January	February	March	April	May	June	Accruals	TOTAL
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	October								
A. BEGINNING CASH	9110	(598,688.00)	1,247,492.00	5,561,411.00	3,112,456.00	1,608,731.00	1,466,502.00		
B. RECEIPTS									
Revenue Limit Sources									
Property Taxes	8020-8079	2,504,167.00	0.00	0.00	0.00	2,504,168.00			5,161,498.00
Principal Apportionment	8010-8019	4,629,299.00	91,488.00	0.00	841,690.00	274,464.00		7,023,712.00	18,297,625.00
Miscellaneous Funds	8080-8099	(173,946.00)	0.00	0.00	0.00	0.00		0.00	(181,858.00)
Federal Revenue	8100-8299	279,833.00	259,879.00	605,439.00	259,879.00	259,880.00	605,439.00	292,486.00	3,303,885.00
Other State Revenue	8300-8599	410,545.00	145,716.00	138,149.00	440,460.00	186,939.00	0.00	741,296.00	4,384,645.00
Other Local Revenue	8600-8799	189,967.00	30,521.00	21,142.00	167,931.00	49,280.00	183,211.00	510,050.00	2,178,838.00
Interfund Transfers In	8910-8929						800,000.00		800,000.00
All Other Financing Sources	8930-8979								0.00
Other Receipts/Non-Revenue			7,000,000.00						7,000,000.00
TOTAL RECEIPTS		7,839,865.00	7,527,604.00	764,730.00	1,709,960.00	3,274,731.00	1,588,650.00	8,567,544.00	40,944,633.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,523,117.00	1,523,117.00	1,523,117.00	1,523,117.00	1,523,117.00	283,858.44		16,062,251.44
Classified Salaries	2000-2999	514,900.00	514,900.00	514,900.00	514,900.00	514,900.00	514,906.00		5,951,731.00
Employee Benefits	3000-3999	582,666.00	582,666.00	582,666.00	582,666.00	582,666.00	582,665.84		6,673,343.84
Books, Supplies and Services	4000-5999	593,002.00	593,002.00	593,002.00	593,002.00	593,002.00	593,001.00		5,916,573.00
Capital Outlay	6000-6599								0.00
Other Outgo	7000-7499					203,275.00	105,885.00		353,584.00
Interfund Transfers Out	7600-7629						158,003.00		158,003.00
All Other Financing Uses	7630-7699								0.00
Other Disbursements/ Non Expenditures		2,780,000.00							2,780,000.00
TOTAL DISBURSEMENTS		5,993,685.00	3,213,685.00	3,213,685.00	3,213,685.00	3,416,960.00	2,238,319.28	0.00	37,895,486.28
D. PRIOR YEAR TRANSACTIONS									
Accounts Receivable	9200								7,035,365.00
Accounts Payable	9500								401,566.00
TOTAL PRIOR YEAR TRANSACTIONS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,633,799.00
E. NET INCREASE/DECREASE (B - C + D)		1,846,180.00	4,313,919.00	(2,448,955.00)	(1,503,725.00)	(142,229.00)	(649,669.28)	8,567,544.00	9,682,945.72
F. ENDING CASH (A + E)		1,247,492.00	5,561,411.00	3,112,456.00	1,608,731.00	1,466,502.00	816,832.72		
G. ENDING CASH, PLUS ACCRUALS									9,384,376.72

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
A. REVENUES AND OTHER FINANCING SOURCES (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted except line A1h)						
1. Revenue Limit Sources	8010-8099	21,734,726.00				
a. Base Revenue Limit per ADA (Form RLI, line 4, ID 0024)		6,495.00	3.09%	6,696.00	2.79%	6,883.00
b. Revenue Limit ADA (Form RLI, line 5b, ID 0033)		4,663.85	-2.57%	4,543.90	-0.55%	4,518.90
c. Total Base Revenue Limit (Line A1a times line A1b, ID 0269)		30,291,705.75	0.44%	30,425,954.40	2.23%	31,103,588.70
d. Other Revenue Limit (Form RLI, lines 6 thru 14)		0.00	0.00%	0.00	0.00%	0.00
e. Total Revenue Limit Subject to Deficit (Sum lines A1c plus A1d, ID 0082)		30,291,705.75	0.44%	30,425,954.40	2.23%	31,103,588.70
f. Deficit Factor (Form RLI, line 16)		0.80246	-3.00%	0.77837	0.00%	0.77837
g. Deficit Revenue Limit (Line A1e times line A1f, ID 0284)		24,307,882.20	-2.57%	23,682,650.13	2.23%	24,210,100.34
h. Plus: Other Adjustments (e.g., basic aid, charter schools object 8015, prior year adjustments objects 8019 and 8099)		0.00	0.00%	0.00	0.00%	0.00
i. Revenue Limit Transfers (Objects 8091 and 8097)		(1,542,539.00)	7.13%	(1,652,573.00)	2.79%	(1,698,724.00)
j. Other Adjustments (Form RLI, lines 18 thru 20 and line 41)		(1,030,617.00)	-117.66%	181,984.00	0.00%	181,984.00
k. Total Revenue Limit Sources (Sum lines A1g thru A1j) (Must equal line A1)		21,734,726.20	2.20%	22,212,061.13	2.17%	22,693,360.34
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	3,335,998.00	-4.87%	3,173,444.00	-3.82%	3,052,071.00
4. Other Local Revenues	8600-8799	220,000.00	0.00%	220,000.00	0.00%	220,000.00
5. Other Financing Sources	8900-8999	(2,496,416.00)	-4.99%	(2,371,907.00)	44.64%	(3,430,620.00)
6. Total (Sum lines A1k thru A5)		22,794,308.20	1.93%	23,233,598.13	-3.01%	22,534,811.34
B. EXPENDITURES AND OTHER FINANCING USES (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Certificated Salaries						
a. Base Salaries				12,447,371.44		12,363,184.44
b. Step & Column Adjustment				260,773.00		260,773.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(344,960.00)		524,014.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	12,447,371.44	-0.68%	12,363,184.44	6.35%	13,147,971.44
2. Classified Salaries						
a. Base Salaries				3,167,423.00		3,179,300.00
b. Step & Column Adjustment				11,877.00		11,877.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		93,598.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,167,423.00	0.37%	3,179,300.00	3.32%	3,284,775.00
3. Employee Benefits	3000-3999	4,661,452.84	-1.76%	4,579,553.00	1.94%	4,668,469.00
4. Books and Supplies	4000-4999	466,367.00	-5.36%	441,367.00	0.00%	441,367.00
5. Services and Other Operating Expenditures	5000-5999	3,015,236.00	-6.14%	2,830,236.00	-0.88%	2,805,236.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	119,298.00	0.00%	119,298.00	0.00%	119,298.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(218,191.00)	0.00%	(218,191.00)	0.00%	(218,191.00)
9. Other Financing Uses	7600-7699	264,919.00	-36.61%	167,919.00	57.77%	264,919.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		23,923,876.28	-1.93%	23,462,666.44	4.48%	24,513,844.44
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(1,129,568.08)		(229,068.31)		(1,979,033.10)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		2,461,783.54		1,332,215.46		1,103,147.15
2. Ending Fund Balance (Sum lines C and D1)		1,332,215.46		1,103,147.15		(875,885.95)
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	99,884.22		60,000.00		60,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,053,465.00		1,033,600.00		1,057,742.00
2. Unassigned/Unappropriated	9790	178,866.04		9,547.15		(1,993,627.95)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,332,215.26		1,103,147.15		(875,885.95)

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,053,465.00		1,033,600.00		1,057,742.00
c. Unassigned/Unappropriated	9790	178,866.04		9,547.15		(1,993,627.95)
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790	1,531,638.81				
3. Total Available Reserves (Sum lines E1a thru E2c)						
		2,763,969.85		1,043,147.15		(935,885.95)
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Please see attached summary.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
A. REVENUES AND OTHER FINANCING SOURCES						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Revenue Limit Sources	8010-8099	1,542,539.00	7.13%	1,652,573.00	2.79%	1,698,724.00
2. Federal Revenues	8100-8299	3,011,399.00	-18.30%	2,460,221.00	0.00%	2,460,221.00
3. Other State Revenues	8300-8599	1,048,647.00	12.78%	1,182,628.00	0.00%	1,182,628.00
4. Other Local Revenues	8600-8799	1,958,838.00	-0.05%	1,957,838.00	0.00%	1,957,838.00
5. Other Financing Sources	8900-8999	3,296,416.00	-21.98%	2,571,907.00	33.39%	3,430,620.00
6. Total (Sum lines A1 thru A5)		10,857,839.00	-9.51%	9,825,167.00	9.21%	10,730,031.00
B. EXPENDITURES AND OTHER FINANCING USES						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Certificated Salaries						
a. Base Salaries				3,614,880.00		3,666,782.00
b. Step & Column Adjustment				51,902.00		51,902.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		152,134.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,614,880.00	1.44%	3,666,782.00	5.56%	3,870,818.00
2. Classified Salaries						
a. Base Salaries				2,784,308.00		2,794,756.00
b. Step & Column Adjustment				10,448.00		10,448.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		82,338.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,784,308.00	0.38%	2,794,756.00	3.32%	2,887,542.00
3. Employee Benefits	3000-3999	2,011,891.00	-0.85%	1,994,810.00	1.90%	2,032,720.00
4. Books and Supplies	4000-4999	1,185,371.00	-46.85%	630,000.00	-43.18%	357,971.00
5. Services and Other Operating Expenditures	5000-5999	1,249,599.00	0.00%	1,249,599.00	0.00%	1,249,599.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	234,286.00	0.00%	234,286.00	0.00%	234,286.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	111,275.00	0.00%	111,275.00	0.00%	111,275.00
9. Other Financing Uses	7600-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		11,191,610.00	-4.56%	10,681,508.00	0.59%	10,744,211.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(333,771.00)		(856,341.00)		(14,180.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,204,292.34		870,521.34		14,180.34
2. Ending Fund Balance (Sum lines C and D1)		870,521.34		14,180.34		0.34
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	870,521.34		14,180.34		0.34
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		870,521.34		14,180.34		0.34

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Please see attached summary.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
A. REVENUES AND OTHER FINANCING SOURCES						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Revenue Limit Sources	8010-8099	23,277,265.00	2.52%	23,864,634.13	2.21%	24,392,084.34
2. Federal Revenues	8100-8299	3,011,399.00	-18.30%	2,460,221.00	0.00%	2,460,221.00
3. Other State Revenues	8300-8599	4,384,645.00	-0.65%	4,356,072.00	-2.79%	4,234,699.00
4. Other Local Revenues	8600-8799	2,178,838.00	-0.05%	2,177,838.00	0.00%	2,177,838.00
5. Other Financing Sources	8900-8999	800,000.00	-75.00%	200,000.00	-100.00%	0.00
6. Total (Sum lines A1 thru A5)		33,652,147.20	-1.76%	33,058,765.13	0.62%	33,264,842.34
B. EXPENDITURES AND OTHER FINANCING USES						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Certificated Salaries						
a. Base Salaries				16,062,251.44		16,029,966.44
b. Step & Column Adjustment				312,675.00		312,675.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(344,960.00)		676,148.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,062,251.44	-0.20%	16,029,966.44	6.17%	17,018,789.44
2. Classified Salaries						
a. Base Salaries				5,951,731.00		5,974,056.00
b. Step & Column Adjustment				22,325.00		22,325.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		175,936.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,951,731.00	0.38%	5,974,056.00	3.32%	6,172,317.00
3. Employee Benefits	3000-3999	6,673,343.84	-1.48%	6,574,363.00	1.93%	6,701,189.00
4. Books and Supplies	4000-4999	1,651,738.00	-35.14%	1,071,367.00	-25.39%	799,338.00
5. Services and Other Operating Expenditures	5000-5999	4,264,835.00	-4.34%	4,079,835.00	-0.61%	4,054,835.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	353,584.00	0.00%	353,584.00	0.00%	353,584.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(106,916.00)	0.00%	(106,916.00)	0.00%	(106,916.00)
9. Other Financing Uses	7600-7699	264,919.00	-36.61%	167,919.00	57.77%	264,919.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		35,115,486.28	-2.77%	34,144,174.44	3.26%	35,258,055.44
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(1,463,339.08)		(1,085,409.31)		(1,993,213.10)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		3,666,075.88		2,202,736.80		1,117,327.49
2. Ending Fund Balance (Sum lines C and D1)		2,202,736.80		1,117,327.49		(875,885.61)
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	99,884.22		60,000.00		60,000.00
b. Restricted	9740	870,521.34		14,180.34		0.34
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,053,465.00		1,033,600.00		1,057,742.00
2. Unassigned/Unappropriated	9790	178,866.04		9,547.15		(1,993,627.95)
f. Total Components of Ending Fund Balance (Line D3eF must agree with line D2)		2,202,736.60		1,117,327.49		(875,885.61)

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,053,465.00		1,033,600.00		1,057,742.00
c. Unassigned/Unappropriated	9790	178,866.04		9,547.15		(1,993,627.95)
d. Negative Restricted Ending Balances (Negative resources 2000-9999) (Enter projections)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	1,531,638.81		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2b)		2,763,969.85		1,043,147.15		(935,885.95)
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		7.87%		3.06%		-2.65%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA Used to determine the reserve standard percentage level on line F3d (Column A: Form AI, Estimated P-2 ADA column, lines 1-4 and 22; enter projections)		4,500.94		4,543.90		4,518.90
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		35,115,486.28		34,144,174.44		35,258,055.44
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		35,115,486.28		34,144,174.44		35,258,055.44
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,053,464.59		1,024,325.23		1,057,741.66
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,053,464.59		1,024,325.23		1,057,741.66
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		NO

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
A. REVENUES AND OTHER FINANCING SOURCES						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	0.00	0.00%		0.00%	
4. Other Local Revenues	8600-8799	0.00	0.00%		0.00%	
5. Other Financing Sources	8900-8999	0.00	0.00%		0.00%	
6. Total (Sum lines A1 thru A5)		0.00	0.00%	0.00	0.00%	0.00
B. EXPENDITURES AND OTHER FINANCING USES						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Certificated Salaries	1000-1999	0.00	0.00%		0.00%	
2. Classified Salaries	2000-2999	0.00	0.00%		0.00%	
3. Employee Benefits	3000-3999	0.00	0.00%		0.00%	
4. Books and Supplies	4000-4999	0.00	0.00%		0.00%	
5. Services and Other Operating Expenditures	5000-5999	0.00	0.00%		0.00%	
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses	7600-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section E below)						
11. Total (Sum lines B1 thru B10)		0.00	0.00%	0.00	0.00%	0.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		0.00		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	(1,317,406.46)		(1,317,406.46)		(1,317,406.46)
2. Ending Fund Balance (Sum lines C and D1)		(1,317,406.46)		(1,317,406.46)		(1,317,406.46)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	0.00				
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	(1,317,406.46)		(1,317,406.46)		(1,317,406.46)
f. Total Components of Ending Fund Balance		(1,317,406.46)		(1,317,406.46)		(1,317,406.46)
(Line D3f must agree with Line D2)						
E. ASSUMPTIONS						
Please provide below or on a separate attachment the assumptions used to determine the projections for the first and second subsequent fiscal years.						
See attached explanation.						

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise enter data into the first column for all fiscal years. First Interim Projected Year Totals data for Current Year are extracted. If First Interim Form MYPI exists, Projected Year Totals data will be extracted for the two subsequent years; if not, enter data into the second column.

Fiscal Year	Revenue Limit (Funded) ADA		Percent Change	Status
	Budget Adoption	First Interim		
	Budget	Projected Year Totals		
	(Form 01CS, Item 4A1, Step 2A)	(Form MYPI, Unrestricted, A1b)		
Current Year (2011-12)	4,660.56	4,663.85	0.1%	Met
1st Subsequent Year (2012-13)	4,630.56	4,543.90	-1.9%	Met
2nd Subsequent Year (2013-14)	4,615.56	4,518.90	-2.1%	Not Met

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - The projected change since budget adoption for funded ADA exceeds two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

The District is constantly adjusting its projections to meet the on-going trend. Therefore, the new projections reflect the new trends.

2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2011-12)	4,593	4,685	2.0%	Met
1st Subsequent Year (2012-13)	4,563	4,624	1.3%	Met
2nd Subsequent Year (2013-14)	4,548	4,532	-0.4%	Met

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD MET** - Enrollment projections have not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines 3, 6, and 25)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2008-09)	4,864	4,685	103.8%
Second Prior Year (2009-10)	4,688	4,624	101.4%
First Prior Year (2010-11)	4,618	4,532	101.9%
Historical Average Ratio:			102.4%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			102.9%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: If Form MYP1 exists, Estimated P-2 ADA data for the two subsequent years will be extracted; if not, enter Estimated P-2 ADA data in the first column. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form A1, Lines 1-4 and 22) (Form MYP1, Line F2)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2011-12)	4,501	4,685	96.1%	Met
1st Subsequent Year (2012-13)	4,544	4,624	98.3%	Met
2nd Subsequent Year (2013-14)	4,519	4,532	99.7%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a **STANDARD MET** - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: Revenue Limit

STANDARD: Projected revenue limit for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's Revenue Limit Standard Percentage Range: -2.0% to +2.0%

4A. Calculating the District's Projected Change in Revenue Limit

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	Revenue Limit (Fund 01, Objects 8011, 8020-8089)		Percent Change	Status
	Budget Adoption	First Interim		
	(Form 01CS, Item 4B)	Projected Year Totals		
Current Year (2011-12)	24,632,150.00	23,459,777.00	-4.8%	Not Met
1st Subsequent Year (2012-13)	25,382,940.00	23,864,634.00	-6.0%	Not Met
2nd Subsequent Year (2013-14)	25,935,005.00	24,392,084.00	-5.9%	Not Met

4B. Comparison of District Revenue Limit to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a **STANDARD NOT MET** - Projected revenue limit has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting revenue limit.

Explanation:
(required if NOT met)

Since budget adoption, State economics have taken another downward trend. The first interim report projects an additional revenue limit cut of \$260 per ADA in anticipation of midyear cuts to education. The out-years are also calculated without a funded COLA increase in 2012/13 but a funded COLA in 2013/14. The District is also experiencing continued declining enrollment that affects revenue limit funding.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2008-09)	26,199,586.59	29,329,874.41	89.3%
Second Prior Year (2009-10)	22,219,603.01	25,386,583.02	87.5%
First Prior Year (2010-11)	22,234,957.83	24,918,325.46	89.2%
Historical Average Ratio:			88.7%

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	85.7% to 91.7%	85.7% to 91.7%	85.7% to 91.7%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2011-12)	20,276,247.28	23,658,957.28	85.7%	Met
1st Subsequent Year (2012-13)	20,122,037.44	23,294,747.44	86.4%	Met
2nd Subsequent Year (2013-14)	21,101,215.44	24,248,925.44	87.0%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD MET** - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for the Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2011-12)	2,637,154.00	3,011,399.00	14.2%	Yes
1st Subsequent Year (2012-13)	2,462,250.00	2,460,221.00	-0.1%	No
2nd Subsequent Year (2013-14)	2,462,250.00	2,460,221.00	-0.1%	No

Explanation:
(required if Yes)

The First Interim report includes carryover from the prior year that is not included at budget adoption.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2011-12)	4,251,695.00	4,384,645.00	3.1%	No
1st Subsequent Year (2012-13)	4,234,975.00	4,356,072.00	2.9%	No
2nd Subsequent Year (2013-14)	4,222,683.00	4,234,699.00	0.3%	No

Explanation:
(required if Yes)

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2011-12)	2,151,838.00	2,178,838.00	1.3%	No
1st Subsequent Year (2012-13)	2,151,838.00	2,177,838.00	1.2%	No
2nd Subsequent Year (2013-14)	2,151,838.00	2,177,838.00	1.2%	No

Explanation:
(required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2011-12)	1,319,015.00	1,651,738.00	25.2%	Yes
1st Subsequent Year (2012-13)	1,114,137.00	1,071,367.00	-3.8%	No
2nd Subsequent Year (2013-14)	1,114,137.00	799,338.00	-28.3%	Yes

Explanation:
(required if Yes)

The First Interim report includes carryover from the prio year that is not included at budget adoption. For fiscal year 2013/14, reductions are needed to align with projected revenues.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2011-12)	4,088,640.00	4,264,835.00	4.3%	No
1st Subsequent Year (2012-13)	4,181,666.00	4,079,835.00	-2.4%	No
2nd Subsequent Year (2013-14)	4,262,668.00	4,054,835.00	-4.9%	No

Explanation:
(required if Yes)

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2011-12)	9,040,687.00	9,574,882.00	5.9%	Not Met
1st Subsequent Year (2012-13)	8,849,063.00	8,994,131.00	1.6%	Met
2nd Subsequent Year (2013-14)	8,836,771.00	8,872,758.00	0.4%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2011-12)	5,407,655.00	5,916,573.00	9.4%	Not Met
1st Subsequent Year (2012-13)	5,295,803.00	5,151,202.00	-2.7%	Met
2nd Subsequent Year (2013-14)	5,376,805.00	4,854,173.00	-9.7%	Not Met

6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6A
if NOT met)

The First Interim report includes carryover from the prior year that is not included at budget adoption.

Explanation:
Other State Revenue
(linked from 6A
if NOT met)

Explanation:
Other Local Revenue
(linked from 6A
if NOT met)

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6A
if NOT met)

The First Interim report includes carryover from the prio year that is not included at budget adoption. For fiscal year 2013/14, reductions are needed to align with projected revenues.

Explanation:
Services and Other Exps
(linked from 6A
if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code sections 17584 (Deferred Maintenance) and 17070.75 (Ongoing and Major Maintenance Account).

7A. Determining the District's Compliance with the Contribution Requirement for EC Section 17584 - Deferred Maintenance

NOTE: SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), eliminates the local match requirement for Deferred Maintenance from 2008-09 through 2014-15. Therefore, this section has been inactivated for that period.

7B. Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 as modified by Section 17070.766 and amended by SB 70 (Chapter 7, Statutes of 2011), effective 2008-09 through 2014-15 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: SB 70 (Chapter 7, Statutes of 2011) extends EC Section 17070.766 from 2008-09 through 2014-15. EC Section 17070.766 reduced the contributions required by EC Section 17070.75 from 3 percent to 1 percent. Therefore, the calculation in this section has been revised accordingly for that period.

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter Budget Adoption data into lines 1 and 2. All other data are extracted.

	Budget Adoption 1% Required Minimum Contribution (Form 01CS, Item 7B2c)	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	775,000.00	775,000.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7B, Line 2c)		775,000.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Green School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(D)])
<input type="checkbox"/>	Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
District's Available Reserve Percentages (Criterion 10C, Line 9)	3.5%	3.1%	-2.7%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	1.2%	1.0%	-0.9%

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals			Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2011-12)	(1,129,568.28)	23,923,876.28	4.7%	Not Met
1st Subsequent Year (2012-13)	(229,068.31)	23,462,666.44	1.0%	Met
2nd Subsequent Year (2013-14)	(1,979,033.10)	24,513,844.44	8.1%	Not Met

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:
(required if NOT met)

For fiscal year 2011/12, additional projected cuts in the revenue limit results in the deficit spending. Fiscal year 2013/14 will need to have additional cuts to achieve a balanced budget. Negotiations are about to begin for fiscal year 2012/13 and beyond.

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 011, Line F2) (Form MYPI, Line D2)		Status
Current Year (2011-12)		2,202,736.60	Met
1st Subsequent Year (2012-13)		1,117,327.49	Met
2nd Subsequent Year (2013-14)		(875,885.61)	Not Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - General fund ending balance is projected to be negative for any of the current fiscal year or two subsequent fiscal years. Provide reasons for the negative fund balance(s), a description of the methods and assumptions used in projecting the ending fund balance, and what changes will be made to ensure the ending fund balance is positive.

Explanation:
(required if NOT met)

Fiscal year 2013/14 will need to see increased funding from the State and possible concessions from unions to accomplish a balanced budget. All available resources and reserves will have been depleted.

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)		Status
Current Year (2011-12)		816,832.72	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD MET** - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

Percentage Level	District ADA		
5% or \$60,000 (greater of)	0	to	300
4% or \$60,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
District Estimated P-2 ADA (Criterion 3, Item 3B)	4,501	4,544	4,519
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

No

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499 and 6500-6540,
objects 7211-7213 and 7221-7223)

Current Year Projected Year Totals (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	35,115,486.28	34,144,174.44	35,258,055.44
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00		
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	35,115,486.28	34,144,174.44	35,258,055.44
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,053,464.59	1,024,325.23	1,057,741.66
6. Reserve Standard - by Amount (\$60,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,053,464.59	1,024,325.23	1,057,741.66

10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years. If Fund 17 does not exist, enter data for the current and two subsequent years, as appropriate.

Reserve Amounts

(Unrestricted resources 0000-1999 except Line 4)

	Current Year Projected Year Totals (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	1,053,465.00	1,033,600.00	1,057,742.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	178,866.04	9,547.15	(1,993,627.95)
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	1,232,331.04	1,043,147.15	(935,885.95)
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.51%	3.06%	-2.65%
District's Reserve Standard (Section 10B, Line 7):	1,053,464.59	1,024,325.23	1,057,741.66
Status:	Met	Met	Not Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Available reserves are below the standard in one or more of the current year or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to increase reserves to, or above, the standard.

Explanation:
(required if NOT met)

Once again, the District will need an increase in State allocations and negotiated concessions in order to achieve a balanced budget for 2013/14.

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

- 1a. Does your district have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

No

- 1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. Enter data into the second column, except for Current Year Contributions, which are extracted.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2011-12)	(3,221,808.00)	(3,296,416.00)	2.3%	74,608.00	Met
1st Subsequent Year (2012-13)	(3,070,000.00)	(2,571,907.00)	-16.2%	(498,093.00)	Not Met
2nd Subsequent Year (2013-14)	(3,513,657.00)	(3,431,045.00)	-2.4%	(82,612.00)	Met
1b. Transfers In, General Fund *					
Current Year (2011-12)	0.00	800,000.00	New	800,000.00	Not Met
1st Subsequent Year (2012-13)	0.00	200,000.00	New	200,000.00	Not Met
2nd Subsequent Year (2013-14)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2011-12)	264,919.00	264,919.00	0.0%	0.00	Met
1st Subsequent Year (2012-13)	264,919.00	167,919.00	-36.6%	(97,000.00)	Not Met
2nd Subsequent Year (2013-14)	264,919.00	264,919.00	0.0%	0.00	Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since budget adoption that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

Based on the multi-year projection, if the anticipated midyear cuts are one time in nature, there will not be a need to contribute as much to restricted sources. Staffing levels have been adjusted to help make the best use of those restricted dollars. Programs, whenever possible, are required to work within their allocations. The exception is special education and transportation.

- 1b. NOT MET - The projected transfers in to the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Anticipated cuts to revenue limit funding require the use of all available reserves during the 2011/12 and 2012/13 fiscal years.

1c. NOT MET - The projected transfers out of the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

In order to meet the needs of the general fund, the contribution to deferred maintenance will be reduced for the 2012/13 fiscal year only.

1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments* and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

* Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: If Budget Adoption data exist (Form 01CS, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?
(If No, skip Items 1b and 2 and sections S6B and S6C) Yes
- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption? No
2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2011
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	4	Fund 01/7220/8xxx	Fund 01/7220	44,409
Certificates of Participation				
General Obligation Bonds		Capital Appreciation Bonds		67,333,791
Supp Early Retirement Program	4	Fund 01/0000/8xxx	Fund 01/0000/7438, 7439	70,611
State School Building Loans				
Compensated Absences		Fund 01/0000/8xxx	Fund 01/0000/3701, 3702	85,011

Other Long-term Commitments (do not include OPEB):

Type of Commitment (continued)	Prior Year (2010-11) Annual Payment (P & I)	Current Year (2011-12) Annual Payment (P & I)	1st Subsequent Year (2012-13) Annual Payment (P & I)	2nd Subsequent Year (2013-14) Annual Payment (P & I)
Capital Leases	13,005	13,005	13,005	13,005
Certificates of Participation	0	0	0	0
General Obligation Bonds	1,862,379	1,872,051	1,872,051	1,872,051
Supp Early Retirement Program	35,306	39,904	30,707	0
State School Building Loans	0	0	0	0
Compensated Absences	0	85,011	0	0

Other Long-term Commitments (continued):

Total Annual Payments:	1,910,690	2,009,971	1,915,763	1,885,056
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Has total annual payment increased over prior year (2010-11)?	Yes	Yes	No
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S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(Required if Yes
to increase in total
annual payments)

In prior reports, the cost of compensated absences was omitted. The District allows carryover of 1 year's worth of vacation (for those who earn it). We do not pay it out at the end of a year. We are in the process of requiring employees to use all excess vacation to eliminate the liability to the district.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes

- b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?

No

- c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

No

2. OPEB Liabilities

- a. OPEB actuarial accrued liability (AAL)
-
- b. OPEB unfunded actuarial accrued liability (UAAL)
-
- c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?
-
- d. If based on an actuarial valuation, indicate the date of the OPEB valuation.

Budget Adoption (Form 01CS, Item S7A)	First Interim
6,459,790.00	6,459,790.00
6,459,790.00	6,459,790.00
Actuarial	Actuarial
Jul 01, 2010	Jul 01, 2010

3. OPEB Contributions

- a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method
-
- Current Year (2011-12)
-
- 1st Subsequent Year (2012-13)
-
- 2nd Subsequent Year (2013-14)

Budget Adoption (Form 01CS, Item S7A)	First Interim
899,938.00	899,938.00
922,145.00	922,145.00
944,352.00	944,352.00

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund)
-
- (Funds 01-70, objects 3701-3752)
-
- Current Year (2011-12)
-
- 1st Subsequent Year (2012-13)
-
- 2nd Subsequent Year (2013-14)

50,000.00	50,100.00
50,000.00	50,500.00
50,000.00	51,000.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
-
- Current Year (2011-12)
-
- 1st Subsequent Year (2012-13)
-
- 2nd Subsequent Year (2013-14)

50,000.00	50,000.00
50,500.00	50,500.00
51,000.00	51,000.00

- d. Number of retirees receiving OPEB benefits
-
- Current Year (2011-12)
-
- 1st Subsequent Year (2012-13)
-
- 2nd Subsequent Year (2013-14)

60	60
63	63
65	65

4. Comments:

Retiree benefits are for employee only for 5 years or until age 65 whichever comes first. Coverage includes medical, dental and vision.

S7B. Identification of the District's Unfunded Liability for Self-insurance Programs

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

No

- b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?

n/a

- c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?

n/a

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

Budget Adoption (Form 01CS, Item S7B)		First Interim

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
Current Year (2011-12)
1st Subsequent Year (2012-13)
2nd Subsequent Year (2013-14)

Budget Adoption (Form 01CS, Item S7B)		First Interim

- b. Amount contributed (funded) for self-insurance programs
Current Year (2011-12)
1st Subsequent Year (2012-13)
2nd Subsequent Year (2013-14)

4. Comments:

--

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." If Yes, nothing further is needed for section S8A. If No, enter data, as applicable, in the remainder of section S8A; there are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period
Were all certificated labor negotiations settled as of budget adoption?

No

If Yes, skip to section S8B.

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2010-11)	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of certificated (non-management) full-time-equivalent (FTE) positions	236.3	223.0	218.0	215.0

1a. Have any salary and benefit negotiations been settled since budget adoption?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Sep 21, 2011

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

Yes

If Yes, date of budget revision board adoption:

Jun 15, 2011

4. Period covered by the agreement:

Begin Date: Jul 01, 2011

End Date: Jun 30, 2012

5. Salary settlement:

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Current Year
(2011-12)

1st Subsequent Year
(2012-13)

2nd Subsequent Year
(2013-14)

Yes

Yes

Yes

One Year Agreement

Total cost of salary settlement

0

0

0

% change in salary schedule from prior year
or

0.0%

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

At budget adoption, the cost of increases in step and column were included. No salary increase was awarded. Health & welfare increases for January 1, 2012, were also included at budget adoption.

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

--

7. Amount included for any tentative salary schedule increases

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Yes	No	No
1,851,516	1,851,516	1,851,516
65.0%	65.0%	65.0%
8.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No		
----	--	--

If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Yes	Yes	Yes
305,182	312,675	312,675
1.9%	1.9%	0.0%

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Yes	Yes	Yes
Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." If Yes, nothing further is needed for section S8B. If No, enter data, as applicable, in the remainder of section S8B; there are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?

If Yes, skip to section S8C.

If No, continue with section S8B.

No

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2010-11)	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of classified (non-management) FTE positions	171.3	175.5	175.5	175.5

1a. Have any salary and benefit negotiations been settled since budget adoption?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Sep 21, 2011

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

Yes

If Yes, date of budget revision board adoption:

Jun 15, 2011

4. Period covered by the agreement:

Begin Date: Jul 01, 2011

End Date: Jun 30, 2012

5. Salary settlement:

Current Year
(2011-12)1st Subsequent Year
(2012-13)2nd Subsequent Year
(2013-14)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Yes

Yes

Yes

One Year Agreement

Total cost of salary settlement

0

0

0

% change in salary schedule from prior year
or

0.0%

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

Current Year
(2011-12)1st Subsequent Year
(2012-13)2nd Subsequent Year
(2013-14)

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Yes	No	No
925,151	925,151	925,151
65.0%	65.0%	65.0%
8.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No		
----	--	--

If Yes, amount of new costs included in the interim and MYPs

If Yes, explain the nature of the new costs:

--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the Interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Yes	Yes	Yes
23,518	22,325	22,325
1.0%	0.0%	0.0%

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Yes	Yes	Yes
Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." If Yes or n/a, nothing further is needed for section S8C. If No, enter data, as applicable, in the remainder of section S8C; there are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of budget adoption?

n/a

If Yes or n/a, skip to S9.

If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2010-11)	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of management, supervisor, and confidential FTE positions	30.0	30.0	30.0	30.0

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, complete question 2.

If No, complete questions 3 and 4.

n/a

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 3 and 4.

n/a

Negotiations Settled Since Budget Adoption

2. Salary settlement:

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Total cost of salary settlement

Change in salary schedule from prior year
(may enter text, such as "Reopener")

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

**Management/Supervisor/Confidential
Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

**Management/Supervisor/Confidential
Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step and column over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

Yes

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

Fund 25, Developer Fee fund will be negative due to past expenditures of a COP. The COP was paid in full and the negative balance will be covered with future revenues from new planned developments.

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

No

- A2. Is the system of personnel position control independent from the payroll system?

Yes

- A3. Is enrollment decreasing in both the prior and current fiscal years?

Yes

- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

No

- A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

No

- A7. Is the district's financial system independent of the county office system?

Yes

- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

No

- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District First Interim Criteria and Standards Review

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34-73973-0000000

First Interim
2011-12 Original Budget
Technical Review Checks

Center Joint Unified

Sacramento County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

EFB-POSITIVE - (W) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them.

EXCEPTION

FUND	RESOURCE	NEG. EFB
25	0000	-1,317,406.46

Explanation: The negative balance in this fund is covered by the reserve designated in Fund 17. It was caused by the payment of COP's and the failure to receive contributions from developers. The shortfall will be covered by the planned development in the district.

Total of negative resource balances for Fund 25 -1,317,406.46

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund:

EXCEPTION

FUND	RESOURCE	OBJECT	VALUE
25	0000	8660	-26,848.00

Explanation: The negative interest is a result of the negative cash balance in this fund.

25	0000	9790	-1,317,406.46
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Explanation: See explanation above.

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2011ALL Financial Reporting Software - 2011.2.0
12/1/2011 4:15:45 PM

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First Interim
2011-12 Board Approved Operating Budget
Technical Review Checks

Center Joint Unified

Sacramento County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

EFB-POSITIVE - (W) - Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. EXCEPTION

FUND	RESOURCE	NEG. EFB
25	0000	-1,317,406.46
Explanation: This ending balance is a result of past payments of a COP (that has since been paid in full). Fund 17 has reserves to cover the shortfall.		

Total of negative resource balances for Fund 25 -1,317,406.46

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund: EXCEPTION

FUND	RESOURCE	OBJECT	VALUE
25	0000	8660	-26,848.00
Explanation: The negative interest is a result of the negative cash balance in the fund.			

25	0000	9790	-1,317,406.46
Explanation: See explanation above.			

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

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12/1/2011 4:14:47 PM

34-73973-0000000

First Interim
2011-12 Projected Totals
Technical Review Checks

Center Joint Unified

Sacramento County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

EFB-POSITIVE - (W) - Ending balance (Object 9792) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. NOTE: Negative ending balances in Fund 01 restricted resources will be offset against available reserves calculated in Form 01CSI and Form MYPI, which can negatively effect the criteria and standards.

EXCEPTION

FUND	RESOURCE	NEG. EFB
25	0000	-1,317,406.46

Explanation: The negative balance in this fund is covered by the reserve designated in Fund 17. It was caused by the payment of past COP's that have since been paid in full. The shortfall will be covered by the planned development in the District.

Total of negative resource balances for Fund 25 -1,317,406.46

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund:

EXCEPTION

FUND	RESOURCE	OBJECT	VALUE
25	0000	8660	-26,848.00

Explanation: The negative interest is a result of the negative cash balance in this fund.

25	0000	9790	-1,317,406.46
----	------	------	---------------

Explanation: See explanation above.

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2011ALL Financial Reporting Software - 2011.2.0
12/1/2011 4:17:10 PM

34-73973-0000000

First Interim
2011-12 Actuals to Date
Technical Review Checks

Center Joint Unified

Sacramento County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.