

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, February 8, 2012 - 6:00 p.m.

STATUS

- I. CALL TO ORDER & ROLL CALL - 5:00 p.m.**
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION**
 - 1. 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 - Rolando (JR) Natividad
 - 3. Antelope View Charter School - Britney Kaiser
 - 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. CSEA - Cyndy Mitchell, President	
	2. CUTA - Heather Woods, President	
	XI. REPORTS/PRESENTATIONS (8 minutes each)	Info
Curriculum	1. CFW Foundation Scholarship Presentation	
↓	2. AVID (Advancement Via Individual Determination) Program Presentation for CHS and Riles - Jennifer Slay & Danielle Stout	
↓	3. Williams Uniform Complaint Quarterly Reporting - George Tigner	
	XII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i>	
	XIII. BOARD / SUPERINTENDENT REPORTS (10 minutes)	Info
	XIV. CONSENT AGENDA (5 minutes)	Action
	<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>	
Personnel	1. Approve Resolution #7/2011-12: Authorization to Teach English Electives	
↓	2. Approve Professional Service Agreement: Amber Fitzgerald	
Curriculum	3. Approve 2011/2012 Individual Service Agreements:	
	2011/12-130-133 Bright Futures	
	2011/12-134 Med Trans	
	2011/12-135 Placer Learning Center	
	2011/12-136 Bright Futures	
↓	4. Ratify School Accountability Report Cards	
↓	5. Approve 2011-12 Single Plan for Student Achievement - CHS	
↓	6. Approve 2011-12 Single Plan for Student Achievement - Oak Hill	
Facilities & Op.	7. Approve 2011-2012 Safe School and Emergency Preparedness Plan - Riles	
↓	8. Approve 2011-2012 Safe School and Emergency Preparedness Plan - CHS	
↓	9. Approve 2011-2012 Safe School and Emergency Preparedness Plan - MHS	
Business	10. Approve Payroll Orders: July 2011 - January 2012	
↓	11. Approve Supplemental Agenda (Vendor Warrants)	
	XV. BUSINESS ITEMS	
Governance	A. <u>2011 CSBA Delegate Assembly Election, Subregion 6-B</u>	Action
	The Board as a whole may vote for up to three (3) candidates. The Board may cast no more than one vote for any one candidate.	
	XVI. ADVANCE PLANNING	Info
	a. Future Meeting Dates:	
	i. Regular Meeting: Wednesday, March 21, 2012 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747	
	b. Suggested Agenda Items:	
	XVII. CONTINUATION OF CLOSED SESSION (Item IV)	Action
	XVIII. ADJOURNMENT	Action

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Superintendent's Office	Action Item _____
To:	Board of Trustees	Information Item <u> X </u>
Date:	February 8, 2012	# Attached Pages _____
From:	Scott A. Loehr, Superintendent	
Principal/Administrator Initials: _____		

<p>SUBJECT: CFW Foundation Scholarship Recipient</p> <p>A representative from The CFW Foundation will be in attendance to present Ryan Saeteurn, from Center High School, with a scholarship award of \$5,000 to pursue his educational and career goals.</p> <p>RECOMMENDATION: information item</p>

The CFW Foundation

6425 Christie Avenue, Suite 270, Emeryville, CA 94608 (510) 596-8170 Fax (510) 450-0208

January 11, 2012

Mr. Scott Loehr, Superintendent
Center Unified SD
8408 Watt Ave.
Antelope, CA 95843

Dear Superintendent Loehr,

First of all, my very best wishes for your success in 2012. You have our support and admiration.

In December, we were pleased to announce the CFW Foundation Scholarship recipients for this school year. One of your students, Ryan Saeteurn, was named as a recipient with a \$5000 scholarship. If possible, we would like to attend the Board meeting on February 8, 2012 to present the scholarship in person and to recognize this student's achievement in a public forum. A valued member of our staff, Khushroo Gheyara, will do the presentation along with you or whomever you designate. We can do this under Public Comments or you can place the item on the agenda.

Please assign a member of your staff the responsibility of inviting the student to the Board meeting in order to receive the award. We would appreciate a photograph of the presentation to post on our website.

Again, everything we do together is on behalf of our students. This is one of the few times that those of us working behind the scenes get to meet the students we serve. It is a very proud and important moment and we appreciate the time you took to support the nomination and selection process.

Should there be any questions, please contact Rosa Perez at rperez@cfwinc.com.

Respectfully,

Barbara Renteria, CEO and Trustee
CFW Foundation

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Wilson C. Riles Middle School

Date: January 19, 2012

Action Item _____

To: Board of Trustees

Information Item X

From: Joyce Frisch, Principal

Attached Pages 0

Administrator's Initials: 

**SUBJECT: AVID (Advancement Via Individual Determination) Program
Presentation for CHS and Riles**

Jennifer Slay and Danielle Stout, AVID Coordinators and Teachers, along with AVID students from CHS, will present information regarding the AVID programs at Wilson C. Riles Middle School and Center High School.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: February 8, 2012

To: Board of Trustees

Action Item

Information Item X

Attached Pages 1

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

SUBJECT: Williams Uniform Complaint Quarterly Reporting

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

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

RECOMMENDATION: Informational Item

Agenda Item Number_____

CENTER JOINT UNIFIED SCHOOL DISTRICT
SUMMARY OF WILLIAMS UCP COMPLAINTS-
Oct-December 2011

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



Center Joint
Unified
School District

Paula Robinson <probinson@centerusd.org>

Williams UCP Report Submission

1 message

support@scoe.net <support@scoe.net>

Tue, Jan 3, 2012 at 11:48 AM

To: probinson@centerusd.org

*** COPY OF YOUR SUBMISSION ***

The following Williams UCP Quarterly Report information has been submitted. The form was submitted on 01/03/12. Questions about this report should be directed to Sherri McFall: (916) 228-2409 or smcfall@scoe.net.

----- NAME: George Tigner

TITLE: Chief Administrative Officer

PHONE: (916) 338-6413

EMAIL: probinson@centerusd.org

DISTRICT: Center Unified School District

YEAR: 2012

QUARTER: Quarter 2 (October-December)

TEXTBOOKS_NUM_COMPLAINTS: 0

TEXTBOOKS_NUM_RESOLVED: 0

TEXTBOOKS_NUM_UNRESOLVED: 0

FACILITIES_NUM_COMPLAINTS: 0

FACILITIES_NUM_RESOLVED: 0

FACILITIES_NUM_UNRESOLVED: 0

TEACHERS_NUM_COMPLAINTS: 0

TEACHERS_NUM_RESOLVED: 0

TEACHERS_NUM_UNRESOLVED: 0

CAHSEE_NUM_COMPLAINTS: 0

CAHSEE_NUM_RESOLVED: 0

CAHSEE_NUM_UNRESOLVED: 0

Sender: 206.15.252.30 Mozilla/5.0 (Windows NT 5.1) AppleWebKit/535.7 (KHTML, like Gecko) Chrome/16.0.912.63 Safari/535.7

AGENDA ITEM # XIV-1

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: February 8, 2012

Action Item X

To: Board of Trustees

Information Item
Attached Pages 1

From: George Tigner
Chief Administrative Officer 

SUBJECT: RESOLUTION NO. 7/2011-12

Attached for Board review and action is Resolution No. 7/2011-12, Request for Teacher Authorization to Teach English Electives.

Recommendation: Approve Resolution No. 7/2011-12 as Submitted

AGENDA ITEM # XIV-1

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #7/2011-12 Authorization to Teach English Electives

WHEREAS, Education Code Section 44263 allows, by resolution of the Governing Board, the holder of a Teaching Credential to teach, with his or her consent, a single subject class in which he or she has 18 semester hours of coursework or nine semester hours of upper division or graduate course work in the single subject to be taught, and

WHEREAS, Rob McInnes holds a Multiple Subjects with a Supplementary Authorization in English Teaching Credential and has completed 18 semester hours of coursework in the subject area of English;

THEREFORE, BE IT RESOLVED, that Rob McInnes is authorized to teach English Electives in the schools of the Center Joint Unified School District in accordance with Education Code Section 44263 and its provision for such teaching. This authorization shall be in effect for the 2011-12 school year.

PASSED AND ADOPTED by the Center Joint Unified School District Governing Board at its regular meeting of February 8, 2012 by the following vote:

AYES:
NOES:
ABSENT:
ABSTENTIONS:

I HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed, and adopted as stated.

ATTEST:

Nancy Anderson, President
Board of Trustees

Scott A. Loehr, Secretary to the Board of Trustees

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: February 8, 2012

To: Board of Trustees

From: Scott A. Loehr
Superintendent
Initials: SL

Action Item X

Information Item

Attached Pages

SUBJECT: PROFESSIONAL SERVICE AGREEMENT

CONSULTANT'S NAME: Amber Fitzgerald

COMPANY NAME (if applicable)

SERVICE(S) TO BE RENDERED: Provide Autism and program assessment, consultation and participate in IEPs of Center Joint Unified School District, during the 2011/2012 fiscal year.

DATE(S) OF SERVICE: 10/21/11 through 6/30/12

PAYMENT PER HOUR: \$120.00

TOTAL AMOUNT OF CONTRACT: \$ 2400.00

FUNDING SOURCE: 01-6500-0-5800-102-5750-1180-003-000

RECOMMENDATION: CJUSD Board of Trustees approve Professional Service Agreement with: Amber Fitzgerald

CONSENT AGENDA



Center Unified School District
8408 Watt Avenue
Antelope, California 95843

RECEIVED
12-12-11

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 16th day of December by and between the Center Unified School District and the person(s) or firm described below, hereinafter described as CONTRACTOR. Persons performing services under this contract hold themselves out to be independent contractors, not employees of the DISTRICT, and hold(s) the DISTRICT harmless from claims under workers' compensation laws. CONTRACTOR further declares that he/she/it is/are in the business of providing the described service for any and all persons/organizations desiring such services, that such services are not provided exclusively for Center Unified School District. CONTRACTOR also holds the DISTRICT harmless from claims arising from loss, damage, or injury while performing the stipulated services.

*Contractor Name: Amber Fitzgerald

Address: 72210 Tamega Dr.

Phone: 209 712-4248 Taxpayer ID#: [REDACTED]

*Full description of services to be provided:

Autism and program assessment, consultation
Participate in IEP meetings

*Payment \$ 120.00 per hour. CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

*Beginning Date of Service: 10/31/11 *Frequency of Service Dates: 20 hours

*Ending Date of Service: 12/30/12

Method of Payment and Tax Reporting: (check one)

☐ Variable Payroll- W-2 Generated (requires completion of W-4 & I-9 in Personnel Dept.)

☒ Accounts Payable-1099 Generated (Requires completion of W-9 on pg. 2 of this form)

Total amount of this contract \$ 2400.00 Budget # _____

Reason service cannot be provided by a District employee:

Signature of CONTRACTOR * [Signature]

Date: * 12/16/11

Signature of District employee requesting service: [Signature]

Date: 1/5/12

Signature of Accounting Supervisor: _____

Date: _____

Date Board of Trustees Approved _____

Date: _____

Signature of Authorized Contracting Official: _____

Date: _____

CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE

**Request for Taxpayer
Identification Number and Certification**

Give Form to the
requester. Do not
send to the IRS.

Print or type See Specific Instructions on page 2.	Name (as shown on your income tax return) Amber Fitzgerald	
	Business name/disregarded entity name, if different from above	
	Check appropriate box for federal tax classification: <input checked="" type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) ▶	
	Address (number, street, and apt. or suite no.) 7220 Rio Tamega Dr.	Requester's name and address (optional)
	City, state, and ZIP code Elk Grove, CA 95757	
List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number								
Employer identification number								

Part II Certification

Under penalties of perjury, I certify that:

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

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here Signature of U.S. person ▶ **AF**

Date ▶ **12-4-11**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

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

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

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

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

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

INDEPENDENT CONTRACTOR OR EMPLOYEE? DISTRICT GUIDELINES

PART I

YES NO

1. Has this category of worker already been classified an "employee" by the IRS? <i>Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.</i>		X
2. Is the individual working as an employee prescribed by the Education Code? <i>Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.</i>		X
3. Is the individual already an employee of the district in another capacity?		X
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>		X
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?		X
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district <u>exercise</u> this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>		X
7. Are the services, as being provided, an integral part of school operations? <i>Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance and implies the maintenance of legal control.</i>		X

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

STOP HERE

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

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

PART II

YES NO

8. Must the required service be performed by this individual? <i>Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval</i>		X
9. Does the district have a continuing relationship with this individual? <i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i>		X
10. Can this relationship be terminated without the consent of <u>both</u> parties?		X

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

PART II - continued

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

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

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

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

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

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: February 8, 2012

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.

2011/12-130-133	Bright Futures	\$ 4,800.00
2011/12-134	Med Trans	\$ 750.00
2011/12-135	Placer Learning Center	\$ 19,619.00
2011/12-136	Bright Futures	\$ 1,320.00

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

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: February 8, 2012

To: Board of Trustees

From: George Tigner
Chief Administrative Officer
Initials: 

Action Item X

Information Item

Attached Pages

SUBJECT: School Accountability Report Cards

Please ratify the following School Accountability Report Cards (SARCs) reported for the 2010/11 school year, published during the 2011/12 school year.

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

RECOMMENDATION: CJUSD Board of Trustees to ratify 2010/11 School Accountability Report Cards (SARCs) in the 2011/12 school year.

Center Joint Unified School District Antelope View Charter School

Grades 6 through 12
Doug Hughey, Principal



3243 Center Court Lane
Antelope, CA 95843
PH: (916) 339-4690 FAX: (916) 339-4693

2010-11 School Accountability Report Card *Published January 2012*

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

Website Address
www.centerusd.org

2011-12 Board of Trustees

Nancy Anderson
Matthew Friedman
Jeremy Hunt
Kelly Kelley
Donald Wilson

District Administration

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

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Professional Staff
District Expenditures
SARC Data

Principal's Message

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

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

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

Mission Statement

The mission of the Antelope View Charter School is to provide students, who are committed to active participation in the educational process, a personalized learning experience that will prepare them for meaningful participation in a global community, using innovative, data driven instruction to develop citizenship and proficiency in the California Standards. Students will graduate equipped with:

- The knowledge and skills defined in the California State Standards.
- Technological skills to function effectively in contemporary society and the workforce of the 21st century.
- The personal skills needed to take a life-long active part in the world.
- An awareness of different nationalities and cultures.

School Profile

Antelope View Charter School is located in the northwestern region of Antelope and serves students in grades six through twelve following a modified traditional calendar. At the beginning of the 2010-11 school year, 152 students were enrolled, including 13% in special education and 65% qualifying for free or reduced price lunch. Antelope View Charter School achieved a 2011 Academic Performance Index (API) score of 682.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	13.82 %	Grade 6	5
Amer. Indian or Alaskan Native	0.00 %	Grade 7	18
Asian	1.32 %	Grade 8	26
Filipino	1.32 %	Grade 9	29
Hisp. or Latino	19.74 %	Grade 10	27
Pacific Islander	0.66 %	Grade 11	18
Caucasian	61.18 %	Grade 12	29
Multi-Racial	1.97 %		
Total Enrollment			152

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 73% of Antelope View Charter School's tenth grade students who took the test passed the math portion of the exam and 76% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Antelope View Charter School is required by the state to administer a physical fitness test to all students in grade seven and grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Antelope View Charter School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	41	42	43	48	52	53	46	50	54
Math	21	21	19	47	49	49	43	46	50
Science	41	32	38	48	48	54	46	50	57
Social Science	24	28	31	36	41	46	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	Antelope View Charter School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	54	*	*	47	*	33	*	*	
Math	9	*	*	23	*	8	*	*	
Science	*	*	*	45	*	*	*	*	
Social Science	*	*	*	44	*	5	*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	CJUSD	Antelope View Charter School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	53	43	39	48		39	20		
Math	49	19	20	19		16	14		
Science	54	38	44	29		22	*		
Social Science	46	31	38	23		28	*		

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2010-11						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	59	26	15	82	15	3
Male	59	24	18	75	25	*
Female	59	29	12	88	6	6
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	50	25	25	70	25	5
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	59	36	5	90	10	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Antelope View Charter School			CJUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts			41	62.2	60.0	58	52.9	52.0	59
Math			18	65.4	61.1	54	51.3	53.3	56

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh	15.00%	45.00%	10.00%
Ninth	16.10%	25.80%	22.60%

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2008	2009	2010
Statewide Rank	4	3	3
Similar Schools Rank	8	4	2

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	-11	-5	-6
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	-39	-9	20
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	-31
English Learners	*	*	*

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2011 Growth API		
	School	District	State
African-Amer.	722	741	650
Amer. Indian or Alaskan Native		764	703
Asian		827	866
Filipino		844	824
Hisp. or Latino	549	750	688
Pacific Islander		749	720
Caucasian	727	808	810
Multi-Racial		765	786
Economically Disadvantaged	658	761	684
English Learners		740	640
Students with Disabilities	509	640	501
All Students	682	787	742

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 67.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Indicator	AVCS	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	No	Yes
Graduation Rate	N/A	No

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Antelope View Charter School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and

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

Title I Program Improvement (PI) Status		
	AVCS	CJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		22.2%

Parent Involvement

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

Parents stay informed on upcoming events and school activities through automated telephone messages, email, letters, parent conferences, progress reports, and the school website. Contact the school office manager at (916) 339-4690 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Office Helper

Committees

WASC Committee
School Site Advisory Council
Fundraising Committee

School Activities

Back to School Night
Open House
Academic Awards Assemblies
Field Day

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Antelope View Charter School's original facilities were built in 1984; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Antelope View Charter School. The day custodian is responsible for:

- Classroom cleaning
- General grounds maintenance
- Office area cleaning
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1984
Acreage	15
Square Footage	-
Quantity	
Permanent Classrooms	5
Portable Classrooms	7
Restrooms (sets)	1
Computer Lab(s)	1
Gymnasium(s)	2
Staff Lounge(s)	1
Staff Work Room(s)	1
Art Room(s)	1

Deferred Maintenance

Antelope View Charter School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Antelope View Charter School received \$14,536 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Floor Systems

Facilities Inspection

The district's maintenance department inspects Antelope View Charter School on an annual basis in accordance with Education Code §17592.72(c)(1). Antelope View Charter School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 19, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 19, 2011			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)		✓	
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs			✓
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Rm 6 - Window has round BB hole; Rm 15 - Old handle
(4)	Rm 1 - Cracked floor tiles; Rm 2 - Stained ceiling tile; Rm 9 - Broken ceiling tile
(6)	Rm 22 - Peeling eve paint; Rm 23 - Peeling eve paint, old drape rods should be removed; Rm 24 - Stained ceiling tile, eve peeling
(8)	Administration - Pole lights stuck on
(10)	Rm 22 - Fountain by door broken
(13)	Field - No playground, track needs dragging

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, lead teacher, and office manager patrol the campus, entrance areas, and designated common areas. The principal and office manager monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day

when students are dismissed, the principal, lead teacher, and office manager monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Antelope View Charter School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2011.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	AVCS		
	08-09	09-10	10-11
Suspensions (#)	5	32	3
Suspensions (%)	3.01 %	19.75 %	1.97 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD High Schools		
	08-09	09-10	10-11
Suspensions (#)	263	332	385
Suspensions (%)	14.83 %	18.51 %	22.67 %
Expulsions (#)	12	17	13
Expulsions (%)	0.68 %	0.95 %	0.77 %

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

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students,

21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes

2010-11 data not available at the time of production of this report

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	*	*	*	*
Math	10.1	*	*	2
Science	*	*	*	*
Social Science	*	*	*	*
Subject	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	7.5	2	*	*
Math	28.7	4	*	2
Science	*	*	*	*
Social Science	*	*	*	*
Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	14.3	10	2	*
Math	17.9	7	2	*
Science	17.0	5	2	*
Social Science	18.7	4	3	*

Dropouts

Antelope View Charter School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, independent study, CAHSEE prep classes, consulting class, Parent Link, Student Success Team meetings, Monday school, and adequate academic progress. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2009-10 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and

graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
AVCS			
	07-08	08-09	09-10
Dropout Rate	17.9%	11.8%	9.1%
Graduation Rate	88.9%	78.6%	0.0%
CJUSD			
	07-08	08-09	09-10
Dropout Rate	3.6%	4.1%	5.4%
Graduation Rate	88.6%	87.7%	78.8%
California			
	07-08	08-09	09-10
Dropout Rate	4.4%	3.9%	4.6%
Graduation Rate	80.6%	80.2%	80.4%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Antelope View Charter School. Alternative methods of acquiring a diploma are available through the Continuation School and Community day school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Antelope View Charter School. The following table illustrates the percentage of students graduating from Antelope View Charter School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2009-10**		
Antelope View Charter School	CJUSD	California
N/A	78.8 %	80.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Antelope View Charter School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, Antelope View Charter School held staff development devoted to:

- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Antelope View Charter School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, Antelope View Charter School's teachers attended the following events hosted by the Center Joint Unified School District:

- District Writing Assessment
- SDAIE Strategies

Antelope View Charter School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Antelope View Charter School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, August 17, 2011, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #5/2011-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic

content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English/Language Arts with ELD Materials		
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>McDougal Littell World History: Patterns of Interaction</i>	0 %
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2006	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Language Arts		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
Math		
2008	CPM Educational Program, <i>Algebra Connections</i>	0 %
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
Science		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2006	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2006	Holt, Rinehart and Winston, <i>Earth, Life and Physical Science</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

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

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the

number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admission/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2009-10*	
	%
Students enrolled in courses required for UC/CSU admission	41.9
Graduates who completed all courses required for UC/CSU admission	100

*Most current data available

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Antelope View Charter School did not offer any advanced placement courses during the 2010-11 school year. Students returning to the comprehensive high school environment may participate in honors and advanced placement courses based upon individual academic proficiency levels.

Workforce Preparation

Antelope View Charter School does not offer vocational education courses on campus. Career education and work readiness opportunities are available through elective courses. Students may participate in Regional Occupational Programs (ROP) offered off

campus through the 49er Regional Occupational Program Center. A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	*
Speech Therapist	1	*

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Antelope View Charter School had 6 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2010-11		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Antelope View Charter School	97.7 %	2.3 %
District Totals		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	AVCS			CJUSD
	08-09	09-10	10-11	10-11
Total Teachers	15	11	6	198
Teachers with full credentials	12	10	6	198
Teachers without full credentials	3	1	0	0
Teachers in alternate routes to certification	1	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	1	0	0	3
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	AVCS	CJUSD
	11-12	11-12
Total teacher misassignments	0	16
Teacher misassignments for English learners	0	16
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	AVCS	CJUSD
Doctorate	0.0 %	1.5 %
Master's degree plus 30 or more semester hours	0.0 %	23.1 %
Master's degree	50.0 %	0.0 %
Bachelor's degree plus 30 or more semester hours	50.0 %	73.3 %
Bachelor's degree	0.0 %	2.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the

State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$39,074
Mid-Range Teacher Salary	\$60,855	\$60,172
Highest Teacher Salary	\$77,786	\$78,468
Superintendent Salary	\$150,000	\$148,555
Average Principal Salaries:		
High School	\$111,800	\$107,041
Percentage of General Fund Expenditures for:		
Teacher Salaries	45%	38%
Administrative Salaries	4%	6%

Expenditures Per Student

For the 2009-10 school year, Center Joint Unified School District spent an average of \$8,045 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	State Avg., Dist. Same Size & Type				% Diff. School & Dist.
	AVCS	CJUSD	% Diff. School & Dist.	% Diff. Same Size & Type	% Diff. School & State
ADA*	169	4938	N/A	N/A	N/A
Total**	\$6,486	\$6,144	105.57	N/A	N/A
Restr.†	\$615	\$1,716	35.85	N/A	N/A
Unrestr.††	\$5,871	\$4,428	132.60	\$5,455	107.63
Avg. Teacher Salary	\$49,334	\$68,090	72.45	\$69,207	71.28

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Public Internet Access Location

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

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2011.

Center Joint Unified School District Center High School

Grades 9 through 12
Mike Jordan, Principal



3111 Center Court Lane
Antelope, CA 95843-9111
PH: (916) 338-6420 FAX: (916) 338-6370

2010-11 School Accountability Report Card *Published January 2012*

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

Website Address

www.centerusd.org

2011-12 Board of Trustees

Nancy Anderson

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Jeremy Hunt

Kelly Kelley

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Scott Loehr
Superintendent

Craig Deason
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Chief Administrative Officer

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Director of Fiscal Services

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Principal's Message

I invite you to explore Center High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Center High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Center High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Mission Statement

The mission of Center High School is to guide and encourage each student to reach his/her unique potential as a productive, respectful and responsible member of a multi-ethnic community.

CHS Core Values:
Integrity
Safety
Responsibility
Academic Achievement
Respect
Community
Relevance

School Profile

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2010-11 school year, 1351 students were enrolled, including 12% in special education, 6% qualifying for English Language Learner support, and 54% qualifying for free or reduced price lunch. Center High School achieved a 2011 Academic Performance Index (API) score of 777.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	14.29 %	Grade 9	376
Amer. Indian or Alaskan Native	0.81 %	Grade 10	341
Asian	8.66 %	Grade 11	322
Filipino	4.22 %	Grade 12	312
Hisp. or Latino	17.99 %		
Pacific Islander	1.55 %		
Caucasian	51.30 %		
Multi-Racial	0.59 %		
Total Enrollment			1,351

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 92% of Center High School's tenth grade students who took the test passed the math portion of the exam and 86% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Center High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	50	50	49	48	52	53	46	50	54
Math	46	44	40	47	49	49	43	46	50
Science	49	54	47	48	48	54	46	50	57
Social Science	42	48	51	36	41	46	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	Center High School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	40	*	53	54	58	41	*	43	
Math	33	*	49	44	44	34	*	21	
Science	25	*	54	56	42	40	*	*	
Social Science	33	*	60	58	45	44	*	33	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	CJUSD	Center High School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	53	49	43	55	6	40	19		
Math	49	40	45	37	36	37	30		
Science	54	47	43	50	14	36	12		
Social Science	46	51	55	46	35	42	20		

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2010-11						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	39	28	33	38	39	24
Male	50	25	25	36	40	24
Female	30	30	39	39	37	24
African-Amer.	57	22	22	50	38	12
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	48	19	33	22	41	37
Filipino	38	15	46	31	23	46
Hisp. or Latino	31	46	23	51	36	13
Pacific Islander	*	*	*	*	*	*
Caucasian	32	28	40	31	41	28
Multi-Racial	*	*	*	*	*	*
English Learners	100	*	*	71	21	7
Economically Disadvantaged	53	24	23	49	31	20
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	84	12	4	84	16	*

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School			CJUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	68.4	64.8	62	62.2	60.0	58	52.9	52.0	59
Math	71.5	65.9	70	65.4	61.1	54	51.3	53.3	56

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth	17.70%	28.00%	23.30%

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2008	2009	2010
Statewide Rank	8	7	7
Similar Schools Rank	9	8	9

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	12	8	-5
Ethnic Subgroups			
African-Amer.	34	15	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	17	*
Filipino	*	*	*
Hisp. or Latino	22	26	-9
Multi-Racial	N/A	N/A	17
Pacific Islander	*	*	*
Caucasian	15	-3	10
Other Subgroups			
Students with Disabilities	34	0	55
Economically Disadvantaged	1	15	-12
English Learners	*	*	*

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2011 Growth API		
	School	District	State
African-Amer.	690	741	650
Amer. Indian or Alaskan Native		764	703
Asian	812	827	866
Filipino	806	844	824
Hisp. or Latino	752	750	688
Pacific Islander	740	749	720
Caucasian	805	808	810
Multi-Racial		765	786
Economically Disadvantaged	735	761	684
English Learners	616	740	640
Students with Disabilities	579	640	501
All Students	777	787	742

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 67.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Indicator	CHS	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	No	No

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Center High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria

enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	CHS	CJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		22.2%

Parent Involvement

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

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), email, flyers, letters, parent conferences, progress reports, the school marquee, school newsletters, school website, daily bulletins, and the "Blue and Gold" newspaper. Contact the school office at (916) 338-6420 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Chaperone School Dances
Coaching Sports
Fundraising Activities
Tutoring

Committees

Athletic Booster Clubs
AVID Advisory Council
District English Learner Advisory Council
GATE Advisory Council
School Site Council
WASC Committee
Cougar Boosters
Advisory Council for Academics

School Activities

Athletic Events
Back to School Night
Open House
School Activities
Sports Events
Spring Festival
Student Orientation
Student Performances
Student Recognition Assemblies
Parent Forum Meeting

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Center High School's original facilities were built in 1982; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs

necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the renovation of the baseball complex was completed.

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

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

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

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

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

Campus Description	
Year Built	1982
Acreage	35
Square Footage	-
Quantity	
Permanent Classrooms	58
Portable Classrooms	15
Restrooms (sets)	3
Band Room	1
Cafeteria	1
Auditorium	1
Career Center	1
Multipurpose Room/Cafeteria	1
Sports Stadium	1
Theater	1
Library	1
Art Room	1
Art Room	1
Computer Labs	6
Dance Room	1
Gymnasium	1
Media Communications Academy Lab	1
Outdoor Covered Patios	2
Resource Rooms	2
Staff Lounge	1
Staff Work Room	1
Wrestling Room	1

Deferred Maintenance

Center High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred

maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Center High School received \$9,973 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Heating/Air Conditioning Systems
- Floor Systems

Facilities Inspection

The district's maintenance department inspects Center High School on an annual basis in accordance with Education Code §17592.72(c)(1). Center High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 19, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 19, 2011			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Science Bldg - Hot water heater needs tune-up
(3)	MP - Panic bar stiff; Rm 601 - Storeroom door hinge misaligned; Auto Shop - Door hardware worn; Rm 404 - Door hinge bent; Science Rm 211 - Door lock hardware needs tune-up; Rm 301 - Ceiling tile missing; Theater - Elephant doors for scenery need tune-up; Rm 702 - Door has graffiti/scratches; Stadium - Holes under fence facing pkg lot
(4)	Kitchen - Linoleum worn; Business 1 - Holes in wall, Business 5 & Art - Wall cover torn; Rm 900 Broken ceiling tile; Rm 901 - Stained ceiling tile; Gym/Locker Rooms - Some lockers bent, tabs broken off
(6)	Rm 601 - Sink cabinet needs replacing; Library - Some exterior ornamental tiles broken; Science Rm 208 - Leaky faucet
(15)	Wood Shop - Sawdust on fixtures; Humanities Bldg - All storage rooms and closets need organizing; Science Bldg - Center storage room needs organizing

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administration, teachers, and campus monitors patrol the campus, entrance areas, and designated common areas. Campus monitors and resource officers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, a resource officer, and campus monitors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner. Center High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Center High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall of 2011.

Classroom Environment

Discipline & Climate for Learning

Center High School's discipline practices and behavior management strategies comply with

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

Suspensions & Expulsions			
	CHS		
	08-09	09-10	10-11
Suspensions (#)	141	132	170
Suspensions (%)	9.57 %	9.19 %	12.58 %
Expulsions (#)	12	10	11
Expulsions (%)	0.81 %	0.70 %	0.81 %
	CJUSD High Schools		
	08-09	09-10	10-11
Suspensions (#)	263	332	385
Suspensions (%)	14.83 %	18.51 %	22.67 %
Expulsions (#)	12	17	13
Expulsions (%)	0.68 %	0.95 %	0.77 %

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

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.2	21	28	10
Math	27.2	10	25	15
Science	31.3	1	17	20
Social Science	28.7	6	22	15
Subject	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	25.8	20	26	7
Math	23.4	29	16	6
Science	29.8	1	22	11
Social Science	29.1	5	19	16
Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.7	10	19	15
Math	31.5	4	11	26
Science	32.2	1	11	15
Social Science	28.4	6	8	16

Dropouts

Center High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, referral to an alternative high school setting, concurrent enrollment in adult school or community college, CAHSEE prep classes, Student Study Teams, and tutoring. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program. In the following Dropout & Graduation Rates table, 2009-10 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	CHS		
	07-08	08-09	09-10
Dropout Rate	1.5%	3.1%	3.0%
Graduation Rate	97.2%	95.2%	88.7%
	CJUSD		
	07-08	08-09	09-10
Dropout Rate	3.6%	4.1%	5.4%
Graduation Rate	88.6%	87.7%	78.8%
	California		
	07-08	08-09	09-10
Dropout Rate	4.4%	3.9%	4.6%
Graduation Rate	80.6%	80.2%	80.4%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Center High School. Alternative methods of acquiring a diploma are available through the Continuation School and Community day school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Center High School. The following table illustrates the percentage of students graduating from Center High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2009-10**		
Center High School	CJUSD	California
88.7 %	78.8 %	80.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Center High School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, Center High School held staff development devoted to:

- Five Year Strategic Plan

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Center High School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, Center High School's teachers attended the following events hosted by the Center Joint Unified School District:

- District Writing Assessment
- SDAIE Strategies

Center High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Center High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, August 17, 2011, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #5/2011-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each

pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>McDougal Littell World History: Patterns of Interaction</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Language Arts		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
Math		
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Algebra: Concepts, Skills, and Problem Solving</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
Science		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

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

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2009-10*	
	%
Students enrolled in courses required for UC/CSU admission	62.6
Graduates who completed all courses required for UC/CSU admission	97.1

*Most current data available

Advanced Placement

In 2010-11, Center High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2010-11		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	--
English	2	3.8 %
Fine and Performing Arts	0	--
Foreign Language	0	--
Math	3	6.3 %
Science	1	1.9 %
Social Science	3	13.0 %
All Courses	9	24.9 %

Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number of students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the Career Center advisor to discuss their four-year academic plan and are introduced to Center High School's technical and career education programs; the Career Center advisor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Center High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs
- Workability

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Regional Occupational Programs (ROP) are offered in partnership with the Placer County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2010-11 school year, Center High School offered the following career technical education programs as elective courses:

- Automotive
- Filmmaking
- Video Production

- Desktop Publishing
- Broadcasting Technology
- Woodworking
- Fashion Textiles and Apparel
- Consumer Education
- Food and Nutrition
- Computer Operations / Computer Science

Center High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Center High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the Career Center advisor or visit the state's career technical website at <http://www.cde.ca.gov/ct/>.

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	3	3.0
Health Technicians	2	*
Language Arts Specialist	1	1.0
Nurse	1	*
Psychologist	1	0.8
Resource Officer	1	1.0
Speech Therapist	1	0.5

* as needed
Counselor-to-Student Ratio: 1:450
FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Center High School had 55 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the

highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2010-11		
	Taught by NCLB- Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Center High School	99.1 %	0.9 %
District Totals		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	CHS			CJUSD
	08-09	09-10	10-11	10-11
Total Teachers	73	69	55	198
Teachers with full credentials	68	65	55	198
Teachers without full credentials	5	4	0	0
Teachers in alternate routes to certification	4	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	2	2	3
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	CHS	CJUSD
	11-12	11-12
Total teacher misassignments	12	16
Teacher misassignments for English learners	12	16
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	CHS	CJUSD
Doctorate	1.8 %	1.5 %
Master's degree plus 30 or more semester hours	32.7 %	23.1 %
Master's degree	0.0 %	0.0 %
Bachelor's degree plus 30 or more semester hours	61.8 %	73.3 %
Bachelor's degree	3.6 %	2.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$39,074
Mid-Range Teacher Salary	\$60,855	\$60,172
Highest Teacher Salary	\$77,786	\$78,468
Superintendent Salary	\$150,000	\$148,555
Average Principal Salaries:		
High School	\$111,800	\$107,041
Percentage of General Fund Expenditures for:		
Teacher Salaries	45%	38%
Administrative Salaries	4%	6%

Expenditures Per Student

For the 2009-10 school year, Center Joint Unified School District spent an average of \$8,045 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	CHS		State		
			Avg. Dist.	% Diff. School & Dist.	% Diff. School & State
ADA*	1346	4938	N/A	N/A	N/A
Total**	\$5,993	\$6,144	97.54	N/A	N/A
Restr.†	\$1,400	\$1,716	81.54	N/A	N/A
Unrestr.††	\$4,593	\$4,428	103.74	\$5,455	84.20
Avg. Teacher Salary	\$65,754	\$68,090	96.57	\$69,207	95.01

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2011.

Center Joint Unified School District Dudley Elementary School

Grades K through 5
Lisa Coronado, Principal



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

2010-11 School Accountability Report Card *Published January 2012*

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

Website Address
www.centerusd.org

2011-12 Board of Trustees

Nancy Anderson
Matthew Friedman
Jeremy Hunt
Kelly Kelley
Donald Wilson

District Administration

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

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Principal's Message

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

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

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

Mission Statement

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.

School Profile

Dudley Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through five following a modified traditional calendar. At the beginning of the 2010-11 school year, 659 students were enrolled, including 10% in special education, 19% qualifying for English Language Learner support, and 63% qualifying for free or reduced price lunch. Dudley Elementary School achieved a 2011 Academic Performance Index (API) score of 818.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	12.44 %	Kindergarten	105
Amer. Indian or Alaskan Native	0.91 %	Grade 1	121
Asian	8.50 %	Grade 2	116
Filipino	2.43 %	Grade 3	100
Hisp. or Latino	21.40 %	Grade 4	111
Pacific Islander	1.21 %	Grade 5	106
Caucasian	49.47 %		
Multi-Racial	3.64 %		
Total Enrollment			659

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	Dudley Elementary School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	51	63	57	48	52	53	46	50	54
Math	56	66	63	47	49	49	43	46	50
Science	36	37	45	48	48	54	46	50	57
Social Science	0	0	*	36	41	46	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	Dudley Elementary School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	5350	*	62	63	58	50	37	*	
Math	59	*	58	68	67	56	63	*	
Science	33	*	*	55	*	30	*	*	
Social Science	*	*	*	*	*	*	*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	CJUSD	Dudley Elementary School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	53	57	51	63	43	52	51		
Math	49	63	65	60	47	61	53		
Science	54	45	48	43	*	41	*		
Social Science	46	*	*	*	*	*	*		

Physical Fitness

In the spring of each year, Dudley Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	17.60%	25.90%	30.60%
Seventh			
Ninth			

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2008	2009	2010
Statewide Rank	7	6	7
Similar Schools Rank	7	3	9

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	-17	47	-24
Ethnic Subgroups			
African-Amer.	*	20	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	-43
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	-33	55	-11
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	4	42	-29
English Learners	*	*	-37

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2011 Growth API		
	School	District	State
African-Amer.	811	741	650
Amer. Indian or Alaskan Native		764	703
Asian	810	827	866
Filipino	842	844	824
Hisp. or Latino	783	750	688
Pacific Islander		749	720
Caucasian	841	808	810
Multi-Racial	779	765	786
Economically Disadvantaged	795	761	684
English Learners	779	740	640
Students with Disabilities	721	640	501
All Students	818	787	742

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in all subgroup populations for English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or increasing the API growth by 1 point.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
<i>Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	DES	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	No

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Dudley Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status		
PI Status	DES	CJUSD
Implementation Year	Not in PI	In PI
Year in PI	N/A	2011-2012
No. of Schools Currently in PI	N/A	Year 1
% of Schools Currently Identified for PI		2
		22.2%

Parent Involvement

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

Parents stay informed on upcoming events and school activities through email, progress reports, the school marquee, school newsletters, school website, and an automated telephone message system. Contact the school office at (916) 338-6470 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

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

Committees

English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities

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

School Facilities & Maintenance

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

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

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

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

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

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

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

Deferred Maintenance

Dudley Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Dudley Elementary School received \$4,981 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing

Facilities Inspection

The district's maintenance department inspects Dudley Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Dudley Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 21, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, October 21, 2011			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs			✓
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Cafeteria/MP - Upper window has BB hole; Rm 10, Rm A1 & Rm B4 - Window has BB holes; Rm A6 - Cracked window; Rm B2 - Drapes fall off; Rms C3 & C4, Upper 2 windows have BB holes, ceiling tiles broken; Rm C5 - BB hole in window
(6)	Cafeteria/MP - Plaster broken under sink, AC compressors abandoned in place; Rm 8 - Hole under eve possible nesting hole; Rm C7 - Peeling paint under eve; Rm T3 - New siding needs paint; Rm T5 - Needs siding
(13)	Rm 7 - Nature center windmill needs lubrication; Rm 8 - Outside light switch cover missing, screw needs work
(14)	Cafeteria/MP - Down spout missing

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Dudley Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2011.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	DES		
	08-09	09-10	10-11
Suspensions (#)	90	39	39
Suspensions (%)	13.12 %	5.87 %	5.92 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	179	116	151
Suspensions (%)	7.97 %	5.20 %	6.67 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

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

Class Size

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

Class Size Distribution Self-Contained Classes				
Grade	Avg. Class Size	2008-09		
		Number of Classrooms		
		1-20	21-32	33+
K	19.8	6		
1	19.3	6		
2	19.3	6		
3	19.8	6		
4	28.5		4	
5	32.3		3	1
Grade	Avg. Class Size	2009-10		
		Number of Classrooms		
		1-20	21-32	33+
K	19.5	6		
1	18.5	6		
2	19.7	6		
3	19.0	6		
4	31.7		3	
5	32.0		3	
Combo 4-8	30.0		1	
Grade	Avg. Class Size	2010-11		
		Number of Classrooms		
		1-20	21-32	33+
K	22.4	3	2	
1	22.6	1	4	
2	21.7	1	5	
3	21.8	3	1	
4	30.5		4	
5	31.7		2	1

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Dudley Elementary School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year,

Dudley Elementary School held staff development devoted to:

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

Decisions concerning selection of staff development activities are performed by the principal and the school parent group using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Dudley Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, Dudley Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- District Writing Assessment
- SDAIE Strategies

Dudley Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

Instructional Materials

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

On Wednesday, August 17, 2011, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #5/2011-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class

and to take home. These materials complied with the state's content standards and curriculum frameworks.

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

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

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	1	0.4
Child Aides	2	0.6
Librarian	1	1.0
Nurse	1	*
Psychologist	1	0.5
Speech Therapist	1	0.5

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Dudley Elementary School had 23 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2010-11		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Dudley Elementary School	100.0 %	0.0 %
District Totals		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	08-09	DES 09-10	10-11	CJUSD 10-11
Total Teachers	35	34	23	198
Teachers with full credentials	35	34	23	198
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	3
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	DES 11-12	CJUSD 11-12
Total teacher misassignments	0	16
Teacher misassignments for English learners	0	16
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	DES	CJUSD
Doctorate	0.0 %	1.5 %
Master's degree plus 30 or more semester hours	17.4 %	23.1 %
Master's degree	0.0 %	0.0 %
Bachelor's degree plus 30 or more semester hours	82.6 %	73.3 %
Bachelor's degree	0.0 %	2.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$39,074
Mid-Range Teacher Salary	\$60,855	\$60,172
Highest Teacher Salary	\$77,786	\$78,468
Superintendent Salary	\$150,000	\$148,555
Average Principal Salaries:		
Elementary School	\$94,702	\$95,926
Percentage of General Fund Expenditures for:		
Teacher Salaries	45%	38%
Administrative Salaries	4%	6%

Expenditures Per Student

For the 2009-10 school year, Center Joint Unified School District spent an average of \$8,045 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	DES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	644	4938	N/A	N/A	N/A
Total**	\$5,643	\$6,144	91.84	N/A	N/A
Restr.†	\$1,301	\$1,716	75.79	N/A	N/A
Unrestr.††	\$4,342	\$4,428	98.06	\$5,455	79.59
Avg. Teacher Salary	\$68,198	\$68,090	100.16	\$69,207	98.54

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2011.

Center Joint Unified School District Global Youth Charter High School

Grades 9 through 12
Doug Hughey, Principal



3243 Center Court Lane
Antelope, CA 95843
PH: (916) 339-4680 FAX: (916) 339-4684

2010-11 School Accountability Report Card *Published January 2012*

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

Website Address

www.centerusd.org

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Principal's Message

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

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

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

Mission Statement

To provide educational opportunities for students that will include the ability to complete college coursework simultaneously while meeting California State Curriculum Standards.

School Profile

Global Youth Charter High School is located in the northern region of Antelope and serves students in grades nine through twelve following a modified traditional calendar. At the beginning of the 2010-11 school year, 86 students were enrolled, including 2% in special education, 9% qualifying for English Language Learner support, and 67% qualifying for free or reduced price lunch. Global Youth Charter High School achieved a 2011 Academic Performance Index (API) score of 755 and met all 2011 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	24.42 %	Grade 9	20
Amer. Indian or Alaskan Native	0.00 %	Grade 10	27
Asian	3.49 %	Grade 11	25
Filipino	0.00 %	Grade 12	14
Hisp. or Latino	39.53 %		
Pacific Islander	2.33 %		
Caucasian	29.07 %		
Multi-Racial	1.16 %		
Total Enrollment			86

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 88% of Global Youth Charter High School's tenth grade students who took the test passed the math portion of the exam and 96% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Global Youth Charter High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Global Youth Charter High School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	39	41	57	48	52	53	46	50	54
Math	11	7	7	47	49	49	43	46	50
Science		21	*	48	48	54	46	50	57
Social Science	17	12	33	36	41	46	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	Global Youth Charter High School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	53	*	*	69		57		*	
Math	*	*	*			16		*	
Science	*	*	*			*		*	
Social Science	*	*	*			25		*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	CJUSD	Global Youth Charter High School							
		All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	53	57	43	70	*	46	*		
Math	49	7	8	6	*	10	*		
Science	54	*	*	*	*	*	*		
Social Science	46	33	*	24	*	19	*		

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2010-11						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	19	62	19	58	31	12
Male	27	53	20	53	40	7
Female	9	73	18	64	18	18
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	18	64	18	55	27	18
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	21	68	11	63	32	5
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

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

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

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

Grade Tested	Percentage of Students Meeting California Fitness Standards 2010-11	
	Four of Six	Five of Six
Fifth	6.30%	18.80%
Seventh		50.00%
Ninth		

Three levels of performance are set: *Advanced*, *Proficient*, and *Not Proficient*. A score of *Proficient* is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the *Proficient* or above category.

Global Youth Charter High School	Percentage of Students Scoring at Proficient & Advanced Levels					
	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	38.5	50.0	81	62.2	60.0	58
Math	23.1	35.0	42	65.4	61.1	54
	59	52.0	53.3	51.3	52.9	56

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Three Year Rank Comparison	2008-09		2009-10		2010-11	
	2008	2009	2009	2010	2010	2011
Statewide Rank	2	4	5			
Similar Schools Rank	N/A	N/A	N/A			
Students	55	17	27			
Schoolwide - All	55	17	27			
African-Amer.	*	*	*			
Amer. Indian or Alaskan	*	*	*			
Native	*	*	*			
Asian	*	*	*			
Filipino	*	*	*			
Hisp. or Latino	*	*	*			
Multi-Racial	N/A	N/A	N/A			
Pacific Islander	*	*	*			
Caucasian	*	*	*			
Students with Disabilities	*	*	*			
Economically Disadvantaged	*	*	*			
English Learners	*	*	*			

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

Academic Performance Index (API) Three Year Rank Comparison	2008		2009		2010	
	2008	2009	2009	2010	2010	2011
Statewide Rank	2	4	5			
Similar Schools Rank	N/A	N/A	N/A			

Academic Performance Index (API) Growth by Student Group	2008-09		2009-10		2010-11	
	2008	2009	2009	2010	2010	2011
African-Amer.	728	741	703	650		
Amer. Indian or Alaskan	827	844	824	866		
Filipino	737	750	688	720		
Hisp. or Latino	808	808	810	868		
Pacific Islander	725	761	786	884		
Economically Disadvantaged	725	761	786	884		
English Learners	740	740	640	501		
Students with Disabilities	755	787	742	742		
All Students	755	787	742	742		

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 67.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Indicator	GYCHS	CJUSD
Overall Results	Yes	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	No

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Global Youth Charter High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria

enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	GYCHS	CJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		22.2%

Parent Involvement

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

Parents stay informed on upcoming events and school activities through email, flyers, letters, parent conferences, progress reports, school website, automated telephone message system, and Monday message emails (English & Spanish). Contact the school office at (916) 339-4680 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Fundraising Activities
Office Helper
Organize Field Trips
Order Supplies
Student Activities

Committees

Athletic Booster Clubs
Parent Teacher Club
School Advisory Committee

School Activities

Back to School Night
Open House
Parent Education Workshops
Dinners
Food Drives
Monthly School Rallies

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Global Youth Charter High School's original facilities were built in 1986; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One

day custodian is assigned to Global Youth Charter High School. The day custodian is responsible for:

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

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1986
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	18
Portable Classrooms	0
Restrooms (sets)	1
Multipurpose Room/Cafeteria	1
Basketball Court/Track/Soccer Field	1
Computer Lab	1
Playground	1
Staff Lounge / Workroom	1

Deferred Maintenance

Global Youth Charter High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Global Youth Charter High School received \$5,839 in deferred maintenance funds for the repair and/or maintenance of:

- Heating/Air Conditioning Systems

Facilities Inspection

The district's maintenance department inspects Global Youth Charter High School on an annual basis in accordance with Education Code §17592.72(c)(1). Global Youth Charter High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 25, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, October 25, 2011			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)		✓	
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)		✓	
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Rms 25, 26 & 27 - Heat pump vandalized - no compressor
(3)	Kitchen - Kitchen door dragging; MP Room - Door hardware old; Rm 25 - Fence cut, skylight cracked open; Rm 37 - Door has small dent from break-in attempt; Rm 32 - Some window trim missing
(4)	Rm 41 - Ceiling tile stained; Kitchen - Floor chipped and stained; MP Room - Locker room light cover bad; Rm 50 - Ceiling tile stained, light cover missing, carpet bad; Rms 34 & 35 - Vertex torn; Rm 31 - Light diffuser cracked
(6)	MP Room - Custodial close W has holes in sheetrock; Rm 34 - Missing blocker between buildings; Rm 33 - Blocker between buildings missing and brush growing there
(8)	Rm 25 - Wiring stolen - no power; Rms 26, 27, 28, 27 - No power
(10)	Rm 50 - Drinking fountain on irrigation line - no back check controlled by grounds, off for safety

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult

supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and teachers patrol the campus, entrance areas, and designated common areas. The principal, custodian, and parent volunteers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal and office staff monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Global Youth Charter High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2011.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	GYCHS		
	08-09	09-10	10-11
Suspensions (#)	0	10	0
Suspensions (%)	0.00 %	9.80 %	0.00 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD High Schools		
	08-09	09-10	10-11
Suspensions (#)	263	332	385
Suspensions (%)	14.83 %	18.51 %	22.67 %
Expulsions (#)	12	17	13
Expulsions (%)	0.68 %	0.95 %	0.77 %

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

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students,

21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	21.8	2	2	*
Math	20.3	1	2	*
Science	*	*	*	*
Social Science	16.5	3	1	*
Subject	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	15	4	*	*
Math	15.5	3	1	*
Science	20.0	2	1	*
Social Science	16.5	2	*	*
Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	15.6	6	1	*
Math	11.8	5	*	*
Science	15.0	4	2	*
Social Science	15.3	8	1	*

Dropouts

Global Youth Charter High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, and referral to an alternative high school setting. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2009-10 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	GYCHS		
	07-08	08-09	09-10
Dropout Rate	2.1%	5.3%	3.9%
Graduation Rate	0.0%	100.0%	0.0%
	CJUSD		
	07-08	08-09	09-10
Dropout Rate	3.6%	4.1%	5.4%
Graduation Rate	88.6%	87.7%	78.8%
	California		
	07-08	08-09	09-10
Dropout Rate	4.4%	3.9%	4.6%
Graduation Rate	80.6%	80.2%	80.4%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Global Youth Charter High School. Alternative methods of acquiring a diploma are available through the Continuation School and Community day school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Global Youth Charter High School. The following table illustrates the percentage of students graduating from Global Youth Charter High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2009-10**		
Global Youth Charter High School	CJUSD	California
N/A	78.8 %	80.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Global Youth Charter High School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, Global Youth Charter High School held staff development devoted to:

- Data Analysis
- Instructional Strategies
- Culturally Responsive

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Global Youth Charter High School supports ongoing professional growth throughout the year on minimum days. Teachers

meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, Global Youth Charter High School's teachers attended the following events hosted by the Center Joint Unified School District:

- District Writing Assessment
- SDAIE Strategies

Global Youth Charter High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Global Youth Charter High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, August 17, 2011, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #5/2011-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts

class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>McDougal/Littell World History: Patterns of Interaction</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Language Arts		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
Math		
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Algebra: Concepts, Skills, and Problem Solving</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
Science		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

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

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all

eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2009-10*	
	%
Students enrolled in courses required for UC/CSU admission	66.4
Graduates who completed all courses required for UC/CSU admission	100

*Most current data available

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Global Youth Charter High School did not offer any advanced placement courses during the 2010-11 school year because of students' ability to take courses at ARC.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the principal and teachers to discuss their four-year academic plan and are introduced to Global Youth Charter High School's technical and career education programs; the principal and teachers meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Global Youth Charter High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Regional Occupational Programs (ROP) are

offered in partnership with the Placer County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Career Technical Advisory Committee (ROP) 2010-11	
Advisory Committee Representative	Industry
Sacramento COE	Health Science and Medical Terminology
Sacramento COE	Marketing, Sales and Service
Sacramento COE	Public Services
Sacramento COE	Transportation

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No of Staff	FTE
Counselor	0	0
Nurse	1	*
Psychologist	1	*
Resource Officer	1	*
Speech Therapist	1	*

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Global Youth Charter High School had 4 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2010-11		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Global Youth Charter High School	100.0 %	0.0 %
District Totals		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	GYCHS			CJUSD
	08-09	09-10	10-11	10-11
Total Teachers	3	4	4	198
Teachers with full credentials	2	4	4	198
Teachers without full credentials	1	0	0	0
Teachers in alternate routes to certification	1	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	3
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	GYCHS	CJUSD
	11-12	11-12
Total teacher misassignments	0	16
Teacher misassignments for English learners	0	16
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	GYCHS	CJUSD
Doctorate	0.0 %	1.5 %
Master's degree plus 30 or more semester hours	0.0 %	23.1 %
Master's degree	0.0 %	0.0 %
Bachelor's degree plus 30 or more semester hours	100.0 %	73.3 %
Bachelor's degree	0.0 %	2.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data

from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$39,074
Mid-Range Teacher Salary	\$60,855	\$60,172
Highest Teacher Salary	\$77,766	\$78,468
Superintendent Salary	\$150,000	\$148,555
Average Principal Salaries:		
High School	\$111,800	\$107,041
Percentage of General Fund Expenditures for:		
Teacher Salaries	45%	38%
Administrative Salaries	4%	6%

Expenditures Per Student

For the 2009-10 school year, Center Joint Unified School District spent an average of \$8,045 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	GYCHS		State Avg. Dist		
	CJUSD	% Diff School & Dist	Same Size & Type	% Diff School & State	
ADA*	95	4938	N/A	N/A	N/A
Total**	\$7,029	\$6,144	114.40	N/A	N/A
Restr.†	\$82	\$1,716	4.79	N/A	N/A
Unrestr.††	\$6,947	\$4,428	156.90	\$5,455	127.35
Avg. Teacher Salary	\$45,872	\$68,090	67.37	\$69,207	66.28

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2011.

Center Joint Unified School District McClellan High School

Grades 9 through 12
David DeArcos, Principal



8725 Watt Avenue
Antelope, CA 95843-9116
PH: (916) 338-6440 FAX: (916) 338-7535

2010-11 School Accountability Report Card *Published January 2012*

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

Website Address

www.centerusd.org

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Principal's Message

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

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

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Mission Statement

The mission of McClellan High School is to provide an environment for students to develop integrity, responsibility and respect as they complete an academic plan leading to a high school diploma and post-secondary options in preparation for their adult lives.

School Profile

McClellan High School is located in the northern region of Antelope and serves students in grades nine through twelve following a modified traditional calendar. At the beginning of the 2010-11 school year, 109 students were enrolled, including 7% in special education, 6% qualifying for English Language Learner support, and 66% qualifying for free or reduced price lunch. McClellan High School achieved a 2011 Academic Performance Index (API) score of 594.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	23.85 %	Grade 9	2
Amer. Indian or Alaskan Native	1.83 %	Grade 10	23
Asian	2.75 %	Grade 11	34
Filipino	0.00 %	Grade 12	50
Hisp. or Latino	21.10 %		
Pacific Islander	1.83 %		
Caucasian	43.12 %		
Multi-Racial	3.67 %		
Total Enrollment			109

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 55% of McClellan High School's tenth grade students who took the test passed the math portion of the exam and 52% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, McClellan High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	McClellan High School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	9	0	15	48	52	53	46	50	54
Math	0		3	47	49	49	43	46	50
Science	11	8	23	48	48	54	46	50	57
Social Science	9	6	17	36	41	46	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	McClellan High School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	*	20	*	15	*	*
Math	*	*	*	7	*	*	*	*
Science	*	*	*	19	*	*	*	*
Social Science	*	*	*	22	*	8	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	CJUSD	McClellan High School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	53	15	10	23	*	9	*	*
Math	49	3	*	8	*	5	*	*
Science	54	23	29	*	*	12	*	*
Social Science	46	17	28	4	*	16	*	*

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2010-11						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	70	22	7	79	17	3
Male	65	29	6	84	11	5
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	69	23	8	77	23	*
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	92	*	8	83	17	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels								
	McClellan High School			CJUSD			California	
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10
Language Arts	20.0	*	30	62.2	60.0	58	52.9	52.0
Math	36.0	*	21	65.4	61.1	54	51.3	53.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth	25.00%	25.00%	25.00%

Alternative School Accountability Model (ASAM)		
Performance Indicators	Actual Performance Rate	Performance Standard Achieved
Suspension	38.3%	Growth Plan
Credit Completion	86%	Sufficient
High School Graduation	23.7%	Immediate Action

Alternative School Accountability Model

Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). McClellan High School has adopted ASAM, which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

McClellan High School's performance indicators used to evaluate progress are Suspension, Credit Completion, and High School Graduation. Collection of data to create baseline reports for comparison with other schools began in the 2001-02 school year. The ASAM table in this report illustrates the actual performance rates of McClellan High School's students in each category and corresponding performance rating (2010-11 results were not available at the time this report was published). A "Commendable" or "Sufficient" performance rating indicates a school met or exceeded expectations. "Growth Plan" indicates that the school is making obvious efforts to improve performance. For more information on ASAM, visit the state's website at www.cde.ca.gov/ta/ac/am/.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 67.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

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

website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Indicator	MHS	CJUSD
Overall Results	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	No	No
API Score	N/A	Yes
Graduation Rate	No	No

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, McClellan High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status		
PI Status	MHS	CJUSD
	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		22.2%

Parent Involvement

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

Parents stay informed on upcoming events and school activities through automated telephone messages, email, progress reports, the school website, and Homelink. Contact the school office at (916) 338-6440 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Fundraising Activities
Community Service Activities
School Events
Career Presentations
Transportation to Off-Campus Sporting Events

Committees

School Site Council

School Activities

Back to School Night
Open House
Sports Events

School Facilities & Maintenance

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

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

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

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	-
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	13
Portable Classrooms	1
Restrooms (sets)	2
Staff Work Room(s)	1
Career Center	1
Multipurpose Room/Cafeteria	1
Outdoor Meal Area	1
Staff Lounge	1

Deferred Maintenance

McClellan High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, McClellan High School received \$7,380 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing

Facilities Inspection

The district's maintenance department inspects McClellan High School on an annual basis in accordance with Education Code §17592.72(c)(1). McClellan High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 25, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, October 25, 2011			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)			✓
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs			✓
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	B Wing 3 - Old door handle; Rm C7 - Door needs paint, clock not working; Cafeteria & MP Room - HVAC area overgrown with vines
(4)	A Wing 2 - Ceiling tiles have holes and stains; C Wing Science - Holes in ceiling tiles; Portable - Stained ceiling tiles, carpet showing wear; Rms B4, B5, B6 & C10 - Holes in ceiling tiles; Rm C11 - Ceiling tiles broken
(6)	Admin - Office off of breakroom needs phone jack covers; Cafeteria & MP Room - Cafeteria window cracked
(8)	Rm C12 - Electrical LB cover off
(13)	Field - Asphalt has cracks, old play box not in use - dilapidated
(14)	Rm B5 - Tree branches rubbing roof

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, custodian, and campus monitor patrol the campus, entrance areas, and designated common areas. The principal, custodian, and campus monitor monitor lunch time activity in the cafeteria and

common student activity areas. At the end of the day when students are dismissed, the principal, custodian, teachers, and campus monitor monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for McClellan High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in February 2011. Staff responsibilities and safety plan updates were discussed with staff in August 2011.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	MHS		
	08-09	09-10	10-11
Suspensions (#)	117	158	212
Suspensions (%)	114.71 %	169.89 %	194.50 %
Expulsions (#)	0	7	2
Expulsions (%)	0.00 %	7.53 %	1.83 %
	CJUSD High Schools		
Suspensions (#)	263	332	385
Suspensions (%)	14.83 %	18.51 %	22.67 %
Expulsions (#)	12	17	13
Expulsions (%)	0.68 %	0.95 %	0.77 %

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

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes

by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	2008-09 Number of Classrooms		
		1-22	23-32	33+
English	15.6	8	*	*
Math	17.7	2	1	*
Science	19.3	4	*	*
Social Science	18.9	8	*	*
Subject	Avg. Class Size	2009-10 Number of Classrooms		
		1-22	23-32	33+
English	19.3	4	*	*
Math	*	*	*	*
Science	17.8	5	*	*
Social Science	18.3	6	*	*
Subject	Avg. Class Size	2010-11 Number of Classrooms		
		1-22	23-32	33+
English	19.6	5	*	*
Math	18.3	4	*	*
Science	21.0	1	*	*
Social Science	21.0	3	1	*

Dropouts

McClellan High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include counseling, independent study, CAHSEE prep classes, Life Skills, and after school sports. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2009-10 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	MHS		
	07-08	08-09	09-10
Dropout Rate	13.5%	6.6%	35.5%
Graduation Rate	84.2%	95.1%	78.8%
	CJUSD		
	07-08	08-09	09-10
Dropout Rate	3.6%	4.1%	5.4%
Graduation Rate	88.6%	87.7%	78.8%
	California		
	07-08	08-09	09-10
Dropout Rate	4.4%	3.9%	4.6%
Graduation Rate	80.6%	80.2%	80.4%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from McClellan High School. Alternative methods of acquiring a diploma are available through the Adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at McClellan High School. The following table illustrates the percentage of students graduating from McClellan High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2009-10**		
McClellan High School	CJUSD	California
78.8 %	78.8 %	80.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at McClellan High School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, McClellan High School held staff development devoted to:

- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. McClellan High School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and

department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, McClellan High School's teachers attended the following events hosted by the Center Joint Unified School District:

- District Writing Assessment
- SDAIE Strategies

McClellan High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

Instructional Materials

All textbooks used in the core curriculum at McClellan High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, August 17, 2011, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #5/2011-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>McDougal Littell World History: Patterns of Interaction</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Language Arts		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
Math		
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Algebra: Concepts, Skills, and Problem Solving</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
Science		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

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

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2009-10*	
	%
Students enrolled in courses required for UC/CSU admission	10.2
Graduates who completed all courses required for UC/CSU admission	6.5

*Most current data available

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan. The counselor meets at least once a year with each student to follow up on their progress in meeting graduation requirements and career objectives. McClellan High School offers Regional Occupational Programs that promote leadership, develop job related skills, provide on-the-job experience, and increase interest in school. Individual student assessment of work readiness skills takes place through end of course exams and completion of course required projects. Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education.

Professional Staff

Counseling & Support Staff

McClellan High School provides professional, highly qualified staff that provide additional services and support centered on the whole

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	1	0.5

FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, McClellan High School had 5 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2010-11		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
McClellan High School	100.0 %	0.0 %
District Totals		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	MHS			CJUSD
	08-09	09-10	10-11	10-11
Total Teachers	7	6	5	198
Teachers with full credentials	7	6	5	198
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	3
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	MHS 11-12	CJUSD 11-12
Total teacher misassignments	0	16
Teacher misassignments for English learners	0	16
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	MHS	CJUSD
Doctorate	0.0 %	1.5 %
Master's degree plus 30 or more semester hours	0.0 %	23.1 %
Master's degree	0.0 %	0.0 %
Bachelor's degree plus 30 or more semester hours	100.0 %	73.3 %
Bachelor's degree	0.0 %	2.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$39,074
Mid-Range Teacher Salary	\$60,855	\$60,172
Highest Teacher Salary	\$77,786	\$78,468
Superintendent Salary	\$150,000	\$148,555
Average Principal Salaries:		
High School	\$111,800	\$107,041
Percentage of General Fund Expenditures for:		
Teacher Salaries	45%	38%
Administrative Salaries	4%	6%

Expenditures Per Student

For the 2009-10 school year, Center Joint Unified School District spent an average of \$8,045 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	MHS	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	88	4938	N/A	N/A	N/A
Total**	\$12,679	\$6,144	206.36	N/A	N/A
Restr.†	\$4,038	\$1,716	235.26	N/A	N/A
Unrestr.††	\$8,640	\$4,428	195.15	\$5,455	158.40
Avg. Teacher Salary	\$68,893	\$68,090	101.18	\$69,207	99.55

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2011.

Center Joint Unified School District North Country Elementary School

Grades K through 6
Kathleen Lord, Principal



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

2010-11 School Accountability Report Card *Published January 2012*

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

Website Address
www.centerusd.org

2011-12 Board of Trustees

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Principal's Message

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

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

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

Mission Statement

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

North Country provides an environment that...

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

School Profile

North Country Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through six following a modified traditional calendar. At the beginning of the 2010-11 school year, 503 students were enrolled, including 8% in special education, 27% qualifying for English Language Learner support, and 70% qualifying for free or reduced price lunch. North Country Elementary School achieved a 2011 Academic Performance Index (API) score of 820.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	10.93 %	Kindergarten	94
Amer. Indian or Alaskan Native	0.40 %	Grade 1	79
Asian	6.76 %	Grade 2	78
Filipino	2.19 %	Grade 3	86
Hisp. or Latino	27.83 %	Grade 4	81
Pacific Islander	0.60 %	Grade 5	85
Caucasian	45.33 %	Grade 6	0
Multi-Racial	5.96 %		
Total Enrollment			503

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	North Country Elementary School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	51	58	58	48	52	53	46	50	54
Math	56	63	64	47	49	49	43	46	50
Science	30	35	43	48	48	54	46	50	57
Social Science	0	0	*	36	41	46	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	North Country Elementary School								
	African-American	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial		
Language Arts	48	*	80	57	*	58	67	*	
Math	48	*	65	68	*	65	61	*	
Science	*	*	*	38	*	45	*	*	
Social Science	*	*	*	*	*	*	*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	CJUSD	North Country Elementary School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang Arts	53	58	57	59	30	52	50		
Math	49	64	67	60	49	59	52		
Science	54	43	50	37	*	39	*		
Social Science	46	*	*	*	*	*	*		

Physical Fitness

In the spring of each year, North Country Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	15.00%	27.50%	22.50%
Seventh			
Ninth			

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2008	2009	2010
Statewide Rank	6	6	8
Similar Schools Rank	6	7	10

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	1	29	-29
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-51	54	-24
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	23	16	-31
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	-2	43	-34
English Learners	-11	16	-27

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2011 Growth API		
	School	District	State
African-Amer.	780	741	650
Amer. Indian or Alaskan Native		764	703
Asian	876	827	866
Filipino		844	824
Hisp. or Latino	813	750	688
Pacific Islander		749	720
Caucasian	823	808	810
Multi-Racial	801	765	786
Economically Disadvantaged	798	761	684
English Learners	788	740	640
Students with Disabilities	725	640	501
All Students	820	787	742

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in all subgroup populations for English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or increasing the API growth by 1 point.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
<i>Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	NCES	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	No

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, North Country Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status		
	NCES	CJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		22.2%

Parent Involvement

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

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

Opportunities to Volunteer

Chaperone School Dances
Classroom Helper
Library Assistant
Student Store

Committees

English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities

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

School Facilities & Maintenance

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

- Replacement of classroom flooring where needed
- Siding repairs
- Replacement of fascia board
- Exterior painting projects
- Resurface playground blacktop area
- Replace library carpet
- New drinking fountain installed in Multi-Purpose Room

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

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

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

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

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

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

Deferred Maintenance

North Country Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, North Country Elementary School received \$11,478 in deferred maintenance funds for the repair and/or maintenance of:

- Other Systems

Facilities Inspection

The district's maintenance department inspects North Country Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). North Country Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 25, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, October 25, 2011			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)		✓	
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs		✓	
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Administration - Back door by library needs paint, door closer needs to be replaced; Willow 1 - Door closer part missing; Sequoia 1 - Door handle worn out; Laurel 1 - Old style door handle worn out; Birch - Door settled; Laurel 2 - Old style door handle worn out; Laurel 3 - Door handle worn out; Oak 3 - Hinge and handle bound; Cypress 1 - BB holes in window; Willow RR - Door handles starting to wear out
(4)	Sequoia 1 - Dirty wall by door; Cottonwood 1 - Wall patched by door and dirty, sheetrock cracked under window and over door; Aspen 1 - Sheetrock cracked; Birch - Ceiling tile broken and stained; Willow Workroom - Patched wall needs paint; Cottonwood 2 - Front wall dirty, cracked sheetrock by window; Cedar 2 - Holes in wall by door; Willow 2 - Stain on ceiling tile; Cottonwood 3 - Sheetrock cracked by window, door has holes from old closer; MP - Stain on wall
(6)	Administration - Patio siding rotten; Cypress 5 - Exterior end wall needs paint; CDC - Exterior siding replaced, needs paint; Birch - Rain gutter making rust stain by door; Maple 2 - Door closer worn, stains; Pine 2 - Bad siding; Willow 2 - Exterior siding bad; Maple 3 - Bad siding; Oak 3 - Bad siding; Kitchen - Flooring has some small cracking
(7)	Pine 2 - Electric panel obstructed; MP - Exit lights need bulbs
(8)	Maple 1, Oak 1 & Pine 1 - Soffit lights stuck on; Maple Workroom - Light cover missing; Maple 2 - Soffit lights stuck on; Pine 2 - Soffit lights stuck on; Cypress 3 - Photo eye for night lights broken, soffit light cover missing; Willow 2 - Photo eye for soffit lights; Sequoia 2 - Soffit light broken, photo eye; Maple 3 - Soffit light stuck on; Sequoia 3 - Photo eye outside lights broken; MP - Ceiling lights out
(13)	Playground - Sawdust could use fluffing

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning,

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for North Country Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in December 2011.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	08-09	NCES 09-10	10-11
Suspensions (#)	31	33	41
Suspensions (%)	6.21 %	6.75 %	8.15 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	179	116	151
Suspensions (%)	7.97 %	5.20 %	6.67 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

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

Class Size

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

Class Size Distribution Self-Contained Classes				
Grade	Avg. Class Size	2008-09		
		Number of Classrooms		
		1-20	21-32	33+
K	19.5	4		
1	20.0	3	1	
2	20.0	4		
3	19.8	5		
4	27.0		3	
5	23.0		3	
Grade	Avg. Class Size	2009-10		
		Number of Classrooms		
		1-20	21-32	33+
K	20.0	4		
1	20.3	3	1	
2	20.8	1	3	
3	19.4	5		
4	25.0		3	
5	28.0		3	
Grade	Avg. Class Size	2010-11		
		Number of Classrooms		
		1-20	21-32	33+
K	23.5		4	
1	22.0	3	1	
2	23.0		3	
3	21.0	5		
4	33.0		1	1
5	25.5	1	3	

Curriculum & Instruction

Staff Development

All training and curriculum development activities at North Country Elementary School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, North Country Elementary School held staff development devoted to:

- Depth and Complexity (ELD)
- SDAIE Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. North Country Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, North Country Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- District Writing Assessment
- SDAIE Strategies

North Country Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

Instructional Materials

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

On Wednesday, August 17, 2011, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #5/2011-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

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

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

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	1	*
Computer Technician	1	0.5
Health Clerk	1	*
Library Media Technician	1	1.0
Nurse	1	*
Psychologist	1	*
Speech Therapist	1	0.5

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, North Country Elementary School had 18 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2010-11		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
North Country Elementary School	100.0 %	0.0 %
District Totals		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	NCES			CJUSD
	08-09	09-10	10-11	10-11
Total Teachers	28	28	18	198
Teachers with full credentials	28	28	18	198
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	3
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	NCES	CJUSD
	11-12	11-12
Total teacher misassignments	1	16
Teacher misassignments for English learners	1	16
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	NCES	CJUSD
Doctorate	0.0 %	1.5 %
Master's degree plus 30 or more semester hours	27.8 %	23.1 %
Master's degree	0.0 %	0.0 %
Bachelor's degree plus 30 or more semester hours	72.2 %	73.3 %
Bachelor's degree	0.0 %	2.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$39,074
Mid-Range Teacher Salary	\$60,855	\$60,172
Highest Teacher Salary	\$77,786	\$78,468
Superintendent Salary	\$150,000	\$148,555
Average Principal Salaries:		
Elementary School	\$94,702	\$95,926
Percentage of General Fund Expenditures for:		
Teacher Salaries	45%	38%
Administrative Salaries	4%	6%

Expenditures Per Student

For the 2009-10 school year, Center Joint Unified School District spent an average of \$8,045 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2011.

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	NCES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	462	4938	N/A	N/A	N/A
Total**	\$6,434	\$6,144	104.72	N/A	N/A
Restr.†	\$1,579	\$1,716	91.96	N/A	N/A
Unrestr.††	\$4,856	\$4,428	109.67	\$5,455	89.01
Avg. Teacher Salary	\$65,219	\$68,090	95.78	\$69,207	94.24

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Center Joint Unified School District Oak Hill Elementary School

Grades K through 5
David Grimes, Principal



3909 North Loop Blvd.
Antelope, CA 95843-4539
PH: (916) 338-6460 FAX: (916) 338-7538

2010-11 School Accountability Report Card *Published January 2012*

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

Website Address
www.centerusd.org

2011-12 Board of Trustees

Nancy Anderson
Matthew Friedman
Jeremy Hunt
Kelly Kelley
Donald Wilson

District Administration

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

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Principal's Message

I'd like to welcome you to Oak Hill Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements.

Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

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

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

Mission Statement

At Oak Hill, we are a community who believe that education is the key to success in preparing for the future.

School Profile

Oak Hill Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through five following a modified traditional calendar. At the beginning of the 2010-11 school year, 748 students were enrolled, including 7% in special education, 21% qualifying for English Language Learner support, and 55% qualifying for free or reduced price lunch. Oak Hill Elementary School achieved a 2011 Academic Performance Index (API) score of 850.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	16.44 %	Kindergarten	146
Amer. Indian or Alaskan Native	1.87 %	Grade 1	99
Asian	7.09 %	Grade 2	130
Filipino	3.07 %	Grade 3	104
Hisp. or Latino	15.51 %	Grade 4	130
Pacific Islander	1.74 %	Grade 5	139
Caucasian	50.53 %		
Multi-Racial	3.21 %		
Total Enrollment			748

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Oak Hill Elementary School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	54	65	63	48	52	53	46	50	54
Math	67	64	66	47	49	49	43	46	50
Science	61	55	63	48	48	54	46	50	57
Social Science	0	0	*	36	41	46	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	Oak Hill Elementary School							
	African Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	60	*	59	66	94	56	*	*
Math	61	*	59	71	94	56	*	*
Science	57	*	*	71	*	59	*	*
Social Science	*	*	*	*	*	*	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	CJUSD	Oak Hill Elementary School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	53	63	61	65	42	56	57	*
Math	49	66	69	64	51	58	60	*
Science	54	63	67	59	*	56	*	*
Social Science	46	*	*	*	*	*	*	*

Physical Fitness

In the spring of each year, Oak Hill Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	23.00%	22.20%	32.60%
Seventh			
Ninth			

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2008	2009	2010
Statewide Rank	7	8	8
Similar Schools Rank	6	7	9

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	14	20	1
Ethnic Subgroups			
African-Amer.	*	*	24
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	27	17	8
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	4	37	3
English Learners	*	*	9

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2011 Growth API		
	School	District	State
African-Amer.	813	741	650
Amer. Indian or Alaskan Native		764	703
Asian	824	827	866
Filipino	961	844	824
Hisp. or Latino	811	750	688
Pacific Islander		749	720
Caucasian	871	808	810
Multi-Racial		765	786
Economically Disadvantaged	818	761	684
English Learners	830	740	640
Students with Disabilities	768	640	501
All Students	850	787	742

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in all subgroup populations for English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or increasing the API growth by 1 point.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
<i>Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	OHES	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	No

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Oak Hill Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status		
	OHES	CJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		22.2%

Parent Involvement

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

Parents stay informed on upcoming events and school activities through automated telephone messages, email, flyers, newsletters, parent conferences, progress reports, the school marquee, and school website. Contact any PTA board member at (916) 338-6460 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Fundraising Activities
Room Parent
Tutoring

Committees

English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities

Back to School Night
Math Night
Movie Night
Open House
Reading Night
Recognition Assemblies
Spelling Bee
Student Performances
Math/Science Night
Geography Bee

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Oak Hill Elementary School's original facilities were built in 1994; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

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

- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning
- Miscellaneous cleaning

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

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

The principal communicates with custodial staff on an as-needed basis concerning maintenance and school safety issues.

Campus Description	
Year Built	1994
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	15
Portable Classrooms	21
Restrooms (sets)	3
Auditorium	1
Multipurpose Room/Cafeteria	1
Resource Room(s)	1
Library	1
Computer Labs	2
Conference Rooms	2
Outdoor Meal Area	1
Playgrounds	2
Staff Lounge	1
Staff Workroom	1

Deferred Maintenance

Oak Hill Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Oak Hill Elementary School received \$9,669 in deferred maintenance funds for the repair and/or maintenance of:

- Heating/Air Conditioning Systems

Facilities Inspection

The district's maintenance department inspects Oak Hill Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Oak Hill Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 21, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, October 21, 2011			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)			✓
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom		✓	
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs			✓
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Trinidad Bay - Outside HVAC unit kicked in
(3)	Drakes Bay - Doors need latch guards
(4)	Bodega Bay - Outside tree gate lifting; Emerald Bay - Has rain stain N wall; San Francisco Bay - Sign missing; Monterey Bay - Sign faded away, burgundy tile broken; Shasta - Ceiling tiles stained and missing - workroom + rain stains on exterior, signs faded and missing; Oyster Cove - Sign scratched up; Mission 5 - Hole in wall by phone; Mission 6 - Stained ceiling tile; Tule Lake 4 - Torn ceiling tile; Library - Picnic table chains are a trip hazard; MP - Custodian room floors deteriorating
(6)	Oyster Cove - Sheetrock scraped and ceiling tile stained; Tule Lake 1, 2 & 3 - Needs paint on exterior door wall; Tule Lake 5 - Back corner trim and skirting missing
(8)	Administration - Patio GFI missing cover; MP - Exterior SE light diffuser melted
(11)	MP - Girls exterior RR door vents rusty
(13)	Playground - Asphalt has cracks
(15)	Lake Tahoe - Dead tree SW

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Oak Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March 2011.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	OHES		
	08-09	09-10	10-11
Suspensions (#)	28	25	36
Suspensions (%)	3.80 %	3.37 %	4.81 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	179	116	151
Suspensions (%)	7.97 %	5.20 %	6.67 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

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

Class Size

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

Class Size Distribution Self-Contained Classes				
Grade	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.3	6		
1	19.7	7		
2	19.6	8		
3	18.4	7		
4	31.8		4	
5	30.8		4	
Grade	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	4	2	
1	19.4	7		
2	19.6	6	1	
3	18.7	7		
4	32.8		1	3
5	30.3		4	
Grade	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.1	4	3	
1	22.4	3	2	
2	22.0	3	5	
3	24.3		4	
4	31.3		4	
5	28.8	1	2	2

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Oak Hill Elementary School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, Oak Hill Elementary School held staff development devoted to:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies
- Writing Strategies
- Differentiated Instruction

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Oak Hill Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, Oak Hill Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- District Writing Assessment
- SDAIE Strategies

Oak Hill Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

Instructional Materials

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

On Wednesday, August 17, 2011, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #5/2011-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

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

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

Professional Staff

Counseling & Support Staff

Oak Hill Elementary School provides professional, highly qualified staff that provide additional services and support

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	0	0
Computer Lab Technician	1	0.5
Health Clerk	1	*
Librarian	1	1.0
Nurse	1	*
Occupational Therapist	1	*
Psychologist	1	0.5
Speech Therapist	1	0.5

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Oak Hill Elementary School had 27 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2010-11		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Oak Hill Elementary School	100.0 %	0.0 %
District Totals		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	OHES			CJUSD
	08-09	09-10	10-11	10-11
Total Teachers	38	38	27	198
Teachers with full credentials	38	38	27	198
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	3
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	OHES 11-12	CJUSD 11-12
Total teacher misassignments	0	16
Teacher misassignments for English learners	0	16
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	OHES	CJUSD
Doctorate	7.4 %	1.5 %
Master's degree plus 30 or more semester hours	18.5 %	23.1 %
Master's degree	0.0 %	0.0 %
Bachelor's degree plus 30 or more semester hours	74.1 %	73.3 %
Bachelor's degree	0.0 %	2.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$39,074
Mid-Range Teacher Salary	\$60,855	\$60,172
Highest Teacher Salary	\$77,786	\$78,468
Superintendent Salary	\$150,000	\$148,555
Average Principal Salaries:		
Elementary School	\$94,702	\$95,926
Percentage of General Fund Expenditures for:		
Teacher Salaries	45%	38%
Administrative Salaries	4%	6%

Expenditures Per Student

For the 2009-10 school year, Center Joint Unified School District spent an average of \$8,045 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2011.

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	OHES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	705	4938	N/A	N/A	N/A
Total**	\$5,073	\$6,144	82.56	N/A	N/A
Restr.†	\$1,409	\$1,716	82.11	N/A	N/A
Unrestr.††	\$3,663	\$4,428	82.74	\$5,455	67.15
Avg. Teacher Salary	\$68,240	\$68,090	100.22	\$69,207	98.60

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Center Joint Unified School District Spinelli Elementary School

Grades K through 5
Kristin Schmieder, Principal



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

2010-11 School Accountability Report Card *Published January 2012*

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

Website Address

www.centerusd.org

2011-12 Board of Trustees

Nancy Anderson
Matthew Friedman
Jeremy Hunt
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District Administration

Scott Loehr
Superintendent

Craig Deason
Assistant Superintendent

George Tigner
Chief Administrative Officer

Jeanne Bess
Director of Fiscal Services

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School Profile
Student Achievement
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Principal's Message

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

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

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

Mission Statement

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

GOALS:

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

School Profile

Spinelli Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through five following a modified traditional calendar. At the beginning of the 2010-11 school year, 353 students were enrolled, including 27% in special education, 31% qualifying for English Language Learner support, and 75% qualifying for free or reduced price lunch. Spinelli Elementary School achieved a 2011 Academic Performance Index (API) score of 837.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	12.46 %	Kindergarten	68
Amer. Indian or Alaskan Native	1.98 %	Grade 1	65
Asian	13.31 %	Grade 2	55
Filipino	0.57 %	Grade 3	55
Hisp. or Latino	23.51 %	Grade 4	60
Pacific Islander	0.85 %	Grade 5	49
Caucasian	42.21 %		
Multi-Racial	2.83 %		
Total Enrollment			352

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Spinelli Elementary School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	52	63	56	48	52	53	46	50	54
Math	60	70	69	47	49	49	43	46	50
Science	31	28	63	48	48	54	46	50	57
Social Science	0	0	*	36	41	46	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	Spinelli Elementary School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	62	*	46	62	*	48	*	*
Math	69	*	77	67	*	70	*	*
Science	*	*	*	62	*	*	*	*
Social Science	*	*	*	*	*	*	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11							
	CJUSD	Spinelli Elementary School					
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities
Lang. Arts	53	56	54	57	35	52	60
Math	49	69	73	66	68	67	71
Science	54	63	62	65	*	61	*
Social Science	46	*	*	*	*	*	*

Physical Fitness

In the spring of each year, Spinelli Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	22.60%	24.50%	22.60%
Seventh			
Ninth			

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2008	2009	2010
Statewide Rank	5	6	7
Similar Schools Rank	3	8	9

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	41	54	9
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	42	60	3
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	62	56	4
English Learners	*	*	26

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2011 Growth API		
	School	District	State
African-Amer.	857	741	650
Amer. Indian or Alaskan Native		764	703
Asian	821	827	866
Filipino		844	824
Hisp. or Latino	810	750	688
Pacific Islander		749	720
Caucasian	849	808	810
Multi-Racial		765	786
Economically Disadvantaged	829	761	684
English Learners	828	740	640
Students with Disabilities	801	640	501
All Students	837	787	742

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in all subgroup populations for English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or increasing the API growth by 1 point.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Indicator	SES	CJUSD
Overall Results	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	No

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Spinelli Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status		
PI Status	SES	CJUSD
Implementation Year	In PI	In PI
Year in PI	2011-2012	2011-2012
No. of Schools Currently in PI	Year 1	Year 1
% of Schools Currently Identified for PI		2
		22.2%

Parent Involvement

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

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

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities

Committees

English Learner Advisory Council
School Site Council

School Activities

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

School Facilities & Maintenance

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

- New eaves and roof repairs where needed
- Drainage upgrades throughout the campus

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

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

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

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

Deferred Maintenance

Spinelli Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Spinelli Elementary School received \$1,133 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing

Facilities Inspection

The district's maintenance department inspects Spinelli Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Spinelli Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 25, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, October 25, 2011			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Multi-Purpose - Holes in MP wall by interior by door, storeroom door air louver broken loose, door needs paint, door closer needs bolts; Rm 9 - Front window has BB hole, door handle quite worn; Rm 13 - Door has holes; Rm 33 - Window has BB holes
(4)	Multi-Purpose - Dry rot on high fascia boards, front corners, lights out, leaks around F1 & F2 furnace stove pipes, stage curtain won't close, hole in wall where old clock was before
(6)	Kitchen - Holes in wall by RR door and under window; Rm 2 - Ceiling tiles stained; Rm 5 - Hole in ceiling tiles; Rm 6 - Conduit broken outside by fountains; Rm 10 - Stained and bent ceiling tiles; Rm 14 - Leaky ceiling; Rm 15 - Eaves peeling; Rm 18 (Adult RR) - Ceiling tiles missing; Rm 19 - Floor cement boils, cinder blocks under window moved; Rm 20 - Outside door needs blank plate; Rm 21 - Exterior covers have holes; Rm 28 - Outside wall under window cinder blocks moved; Rm 38 - Stained ceiling tiles; Upper BB Court - Cracks in asphalt, trip hazard; Office Playground - Cracks in asphalt
(8)	Multi-Purpose - Lights out; Rm 31 - Light bulbs need changing - many out
(10)	Play Field - Twin fountains are worn out

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Spinelli Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2011.

Classroom Environment

Discipline & Climate for Learning

Spinelli Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is

managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	SES		
	08-09	09-10	10-11
Suspensions (#)	30	19	35
Suspensions (%)	9.20 %	5.64 %	9.92 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	179	116	151
Suspensions (%)	7.97 %	5.20 %	6.67 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

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

Class Size

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

Class Size Distribution Self-Contained Classes				
Grade	Avg. Class Size	2008-09		
		Number of Classrooms		
		1-20	21-32	33+
K	20.5	1	1	
1	20.7	1	2	
2	16.0	3		
3	17.7	3		
4	25.5		2	
5	25.0		2	
Grade	Avg. Class Size	2009-10		
		Number of Classrooms		
		1-20	21-32	33+
K	20.5	1	1	
1	20.0	1	1	
2	20.0	2		
3	18.5	2		
4	26.5		2	
5	26.0		2	
Combo K-3	18.0	1		
Grade	Avg. Class Size	2010-11		
		Number of Classrooms		
		1-20	21-32	33+
K	18.7	1	2	
1	16.8	4		
2	23.0		2	
3	18.7	2	1	
4	33.0			2
5	19.0	1	1	

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Spinelli Elementary School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, Spinelli Elementary School held staff development devoted to:

- Step Up to Writing Training
- Depth and Complexity
- Building Academic Vocabulary
- Aeries System Training
- Safe School Disaster Training

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Spinelli Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, Spinelli Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Technology
- SDAIE Strategies

Spinelli Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

Instructional Materials

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

On Wednesday, August 17, 2011, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #5/2011-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the

academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

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

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

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	0	0
Speech Therapist	3	2.1
Health Aide	1	*
Library Technician	1	0.7
Nurse	1	*
Psychologist	1	0.6

*as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Spinelli Elementary School had 17 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic

subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2010-11		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB-Compliant Teachers
Spinelli Elementary School	100.0 %	0.0 %
District Totals		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	SES			CJUSD
	08-09	09-10	10-11	10-11
Total Teachers	22	21	17	198
Teachers with full credentials	22	21	17	198
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	3
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	SES	CJUSD
	11-12	11-12
Total teacher misassignments	0	16
Teacher misassignments for English learners	0	16
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	SES	CJUSD
Doctorate	0.0 %	1.5 %
Master's degree plus 30 or more semester hours	17.6 %	23.1 %
Master's degree	0.0 %	0.0 %
Bachelor's degree plus 30 or more semester hours	76.5 %	73.3 %
Bachelor's degree	5.9 %	2.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance

throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$39,074
Mid-Range Teacher Salary	\$60,855	\$60,172
Highest Teacher Salary	\$77,786	\$78,468
Superintendent Salary	\$150,000	\$148,555
Average Principal Salaries:		
Elementary School	\$94,702	\$95,926
Percentage of General Fund Expenditures for:		
Teacher Salaries	45%	38%
Administrative Salaries	4%	6%

Expenditures Per Student

For the 2009-10 school year, Center Joint Unified School District spent an average of \$8,045 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	SES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	308	4938	N/A	N/A	N/A
Total**	\$9,358	\$6,144	152.31	N/A	N/A
Restr.†	\$5,864	\$1,716	341.65	N/A	N/A
Unrestr.††	\$3,494	\$4,428	78.90	\$5,455	64.04
Avg. Teacher Salary	\$60,419	\$68,090	88.73	\$69,207	87.30

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2011.

Center Joint Unified School District Wilson C. Riles Middle School

Grades 6 through 8
Joyce Frisch, Principal



4747 PFE Road
Roseville, CA 95747
PH: (916) 787-8100 FAX: (916) 773-4131

2010-11 School Accountability Report Card *Published January 2012*

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

Website Address
www.centerusd.org

2011-12 Board of Trustees

Nancy Anderson
Matthew Friedman
Jeremy Hunt
Kelly Kelley
Donald Wilson

District Administration

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

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Principal's Message

I invite you to explore Wilson C. Riles Middle School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Wilson C. Riles Middle School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Wilson C. Riles Middle School is quite proud of its rigorous academic programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create safe, responsible and respectful students.

Mission Statement

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

School Profile

Wilson C. Riles Middle School is located in the northern region of Roseville and serves students in grades six through eight following a modified traditional calendar. At the beginning of the 2010-11 school year, 1098 students were enrolled, including 14% in special education, 8% qualifying for English Language Learner support, and 63% qualifying for free or reduced price lunch. Wilson C. Riles Middle School achieved a 2011 Academic Performance Index (API) score of 779.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	13.21 %	Grade 6	348
Amer. Indian or Alaskan Native	1.55 %	Grade 7	375
Asian	8.20 %	Grade 8	375
Filipino	3.19 %		
Hisp. or Latino	20.95 %		
Pacific Islander	1.55 %		
Caucasian	50.18 %		
Multi-Racial	1.00 %		
Total Enrollment			1,098

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Wilson C. Riles Middle School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	43	51	54	48	52	53	46	50	54
Math	38	39	40	47	49	49	43	46	50
Science	59	60	66	48	48	54	46	50	57
Social Science	36	40	47	36	41	46	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	Wilson C. Riles Middle School								
	African- Amer.	Alaskan Native	Asian	Cauca- sian	Filipino	Hisp. or Latino	Multi- Racial	Pacific Islander	
Language Arts	51	50	77	56	76	39	50	29	
Math	30	38	59	44	49	29	25	41	
Science	56	*	58	73	89	56	*	*	
Social Science	38	*	58	54	68	32	*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11									
	CJUSD	Wilson C. Riles Middle School							
	All	All	Male	Female	English Learners	Econo- mically Dis- advan- taged	Students with Dis- abilities	Migrant Educ.	
Lang. Arts	53	54	48	59	11	46	36		
Math	49	40	41	39	14	37	26		
Science	54	66	72	61	23	60	*		
Social Science	46	47	49	46	11	39	14		

Physical Fitness

In the spring of each year, Wilson C. Riles Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh	23.50%	25.40%	11.70%
Ninth			

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2008	2009	2010
Statewide Rank	6	6	5
Similar Schools Rank	2	3	3

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

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	1	10	18
African-Amer.	6	-5	48
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	26	14	-6
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	-3	19	24
Students with Disabilities	-41	*	44
Economically Disadvantaged	3	15	19
English Learners	*	*	*

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2011 Growth API		
	School	District	State
African-Amer.	747	741	650
Amer. Indian or Alaskan Native	742	764	703
Asian	864	827	866
Filipino	833	844	824
Hisp. or Latino	721	750	688
Pacific Islander	744	749	720
Caucasian	796	808	810
Multi-Racial		765	786
Economically Disadvantaged	748	761	684
English Learners	580	740	640
Students with Disabilities	599	640	501
All Students	779	787	742

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in all subgroup populations for English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or increasing the API growth by 1 point.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Indicator	WORM	CJUSD
Overall Results	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	No

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Wilson C. Riles Middle School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status		
	WORM	CJUSD
PI Status	In PI	In PI
Implementation Year	2011-2012	2011-2012
Year in PI	Year 1	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		22.2%

Parent Involvement

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

Parents stay informed on upcoming events and school activities through automated telephone messages, email, flyers, parent conferences, progress reports, the school marquee, school website, and Homelink. Contact the school office at (916) 787-8100 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Fundraising Activities
After School Tutoring
Library Volunteer
Office Volunteer
Book Fairs
PTA Events

Committees

English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Association
School Site Council
BEST Committee

School Activities

Back to School Night
Open House
Sports Events
Student Performances
8th Grade Dance at Sacramento State
Parent Coffee Mornings
Fall / Spring Drama Performances
Fall / Spring Music Performances
Canned Food Drive
Honor Roll Breakfast
Fundraising
PTA Family Skate Night
Pennies for Patients
St. Baldrick's
Performing Arts Nights

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Wilson C. Riles Middle School's original facilities were built in 2005; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

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

- Classroom cleaning
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Common use area cleaning
- On call as needed

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

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning
- Multipurpose room cleaning
- Library cleaning

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

Campus Description	
Year Built	2005
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	28
Portable Classrooms	37
Restrooms (sets)	7
Library	1
Art Rooms	2
Computer Labs	2
Gymnasium	1
Multipurpose Room	1
Music Room	1
Staff Lounge	1
Staff Workroom	1

Deferred Maintenance

Wilson C. Riles Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Wilson C. Riles Middle School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Wilson C. Riles Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Wilson C. Riles Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 21, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, October 21, 2011			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems		✓	
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety		✓	
8. Electrical (Interior & Exterior)		✓	
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom		✓	
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	200 Bldg - Hot water to kitchen check valve needs checking
(3)	500 Bldgs - Rm 509 broken top hinge plate
(4)	300 Bldg - Boys locker room wall needs paint
(6)	500 Bldgs - Exterior wall by RR needs patch painted; 600 Bldgs - East exterior wall needs paint on patches
(7)	400 Bldg - Book rooms very cluttered
(8)	300 Bldg - West transformer humming, electrical room exhaust not working
(11)	300 Bldg - Boys restroom faucet needs repair

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, teachers, and the campus monitor patrol the campus, entrance areas, and designated common areas. Administrators, the campus monitor, and noon duty supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, the campus monitor, and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Wilson C. Riles Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2011.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	WORM		
	08-09	09-10	10-11
Suspensions (#)	414	283	241
Suspensions (%)	33.12 %	24.21 %	21.95 %
Expulsions (#)	4	10	7
Expulsions (%)	0.32 %	0.86 %	0.64 %
	CJUSD Middle Schools		
	08-09	09-10	10-11
Suspensions (#)	414	283	241
Suspensions (%)	31.85 %	24.21 %	21.95 %
Expulsions (#)	4	10	7
Expulsions (%)	0.31 %	0.86 %	0.64 %

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

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	28.7	8	26	21
Math	31.5	1	18	17
Science	31.8	1	18	20
Social Science	32.0	2	16	25
Subject	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26	14	32	10
Math	26.9	11	27	7
Science	30.5	*	26	11
Social Science	30.7	2	31	14
Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	23.7	12	18	3
Math	26.2	7	11	10
Science	29.4	3	16	6
Social Science	30.9	4	8	15

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Wilson C. Riles Middle School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, Wilson C. Riles Middle School held staff development devoted to:

- High Quality First Instruction

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Wilson C. Riles Middle School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2010-11 school year, Wilson C. Riles Middle School's teachers attended the following events hosted by the Center Joint Unified School District:

- District Writing Assessment
- SDAIE Strategies

Wilson C. Riles Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

Instructional Materials

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

On Wednesday, August 17, 2011, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #5/2011-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English/Language Arts with ELD Materials		
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2006	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
Math		
2008	Glencoe/McGraw-Hill, <i>California Algebra Readiness: Concepts, Skills, and Problem Solving</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Mathematics: Concepts, Skills & Problem Solving</i>	0 %
2008	Glencoe/McGraw-Hill, <i>Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving</i>	0 %
Science		
2006	Holt, Rinehart and Winston, <i>Earth, Life and Physical Science</i>	0 %

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

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	2	2.0
Campus Monitor	2	1.5
Health Clerk	1	0.6
Library Technician	1	1.0
Psychologist	1	1.0
Speech Therapist	1	0.5

Counselor-to-Student Ratio: 1:549
FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Wilson C. Riles Middle School had 43 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2010-11		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB-Compliant Teachers
Wilson C. Riles Middle School	98.9 %	1.1 %
District Totals		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	WCRM			CJUSD
	08-09	09-10	10-11	10-11
Total Teachers	56	55	43	198
Teachers with full credentials	54	55	43	198
Teachers without full credentials	2	0	0	0
Teachers in alternate routes to certification	1	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	1	1	3
Total teacher misassignments	0	1	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	WCRM	CJUSD
	11-12	11-12
Total teacher misassignments	3	16
Teacher misassignments for English learners	3	16
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	WCRM	CJUSD
Doctorate	0.0 %	1.5 %
Master's degree plus 30 or more semester hours	23.3 %	23.1 %
Master's degree	0.0 %	0.0 %
Bachelor's degree plus 30 or more semester hours	74.4 %	73.3 %
Bachelor's degree	2.3 %	2.1 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$39,074
Mid-Range Teacher Salary	\$60,855	\$60,172
Highest Teacher Salary	\$77,786	\$78,468
Superintendent Salary	\$150,000	\$148,555
Average Principal Salaries:		
Middle School	\$99,256	\$99,356
Percentage of General Fund Expenditures for:		
Teacher Salaries	45%	38%
Administrative Salaries	4%	6%

Expenditures Per Student

For the 2009-10 school year, Center Joint Unified School District spent an average of \$8,045 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2011.

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	WCRM	CJUSD	% Diff. School & Dist	State Avg. Dist. Same Size & Type	% Diff. School & State
ADA*	1121	4938	N/A	N/A	N/A
Total**	\$5,645	\$6,144	91.88	N/A	N/A
Restr.†	\$1,568	\$1,716	91.36	N/A	N/A
Unrestr.††	\$4,077	\$4,428	92.08	\$5,455	74.74
Avg. Teacher Salary	\$64,900	\$68,090	95.32	\$69,207	93.78

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: January 25, 2012

To: Board of Trustees

From: Mike Jordan, Principal

Action Item X

Information Item

Attached Pages 31

Administrator's Initials: MAJ

SUBJECT: Center High School Single Plan for Student Achievement

Attached is the Center High School Single Plan for Student Achievement for 2011-2012. The plan was approved by the CHS School Site Council and must also be approved by the CJUSD School Board on a yearly basis per Education Code.

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve the Center High School Single Plan for Student Achievement.

CONSENT AGENDA

The Single Plan for Student Achievement

Center High School

3430378
CDS Code

Date of this revision: **January 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. 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 Information:	Mike Jordan Principal (916) 338-6425 mikejordan@centerusd.k12.ca.us	Kristine Hays Assistant Principal (916) 338-6426 khays@centerusd.k12.ca.us
Address:	3111 Center Court Lane Antelope, CA 9843	

Center Joint Unified School District

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

School Vision and Mission

School Vision:

Center High School is a comprehensive high school dedicated to providing its students with the necessary skills needed to successfully achieve their personal goals following high school. Through developing and implementing problem-solving strategies and interpersonal communication skills, our students will be successfully prepared to transition from the high school setting to the post secondary options of their choice. It is the goal of Center High School to empower students to make positive decisions and choices.

School Mission:

The mission of Center High School is to guide and encourage each student to become a productive, thoughtful, and responsible member of our multiethnic society and to become actively involved in developing full potential as a unique human being.

Center High School Core Values:

- Integrity
- Safety
- Responsibility
- Academic Achievement
- Respect
- Community
- Relevance

Center High School ESLR's: (Expected Student Learning Results)

- Self Directed Learner
- Critical Thinker
- Effective Communicator
- Quality Producer
- Responsible Citizen

Campus Goals:

- A structure that meets the changing needs of our students
- Development of comprehensive policies and procedures for students and staff
- Consistency in the implementation of school policies and procedures
- Connections between curriculum and real world applications, between school and home and between high school and post high school endeavors
- A safe, orderly environment for all students and staff
- Consistent course outlines, scope and sequence, unit plans and daily lesson plans to align with state standards
- Diverse instruction to meet the needs of our diverse student learners
- Relevant coursework context and connected to real world applications
- Frequent assessment of student performance to ensure success

- Student empowered social system to promote effective communication and responsible citizenship
- An academic structure that promotes career goals after high school
- Connection with the greater community in terms of higher education, career development and service learning

School Motto:

Center High School – “Home of Scholars and Champions”

School Profile

Center High School is the only comprehensive high school in the Center Joint Unified School District. The high school has been located on its current site since 1984. In 1999, several modernization projects were completed where improvements were made in science, math, music, performing arts, English Language Learners, Associated Student Services, and library buildings, the counseling center, career center, dance room and athletic locker room buildings. In 2009, the football/soccer stadium complex was completed.

The curriculum at Center High School has changed since moving from the 8-period block schedule to the current 6-period daily schedule. The addition of MCA (Media Communications Academy) has added a dimension to the campus where students are actively working in an academic arena that supports both a career field and a collegiate program of study. Students within the academy produce and air programs televised on our campus (Channel 25). In addition to MCA, students at Center High School have access to AVID and ROP. The campus Advocacy program is being revised to improve its functionality, effectiveness, and relevance.

All students at Center High School must complete 230 credits for graduation. The credit requirements include: 40 credits of English, 20 credits of math, 30 credits in social science, 20 credits in science, 20 credits in physical education, 10 credits in a foreign language or a visual/performing art, 10 credits in computer courses, 5 credits in health, and 60 in elective courses of interest. In addition, 16 hours of documented community service are also required for graduation. Honors courses are offered in the freshmen through senior years in English, and sophomore through senior years in social science and math. Advanced Placement courses are offered in English, Calculus, History, Government, and Statistics.

Demographics

2011 – Number of Students Included in API										
Total Students included in 2011 Growth API = 946										
English Learners	Students With Disabilities	Am-Indian Or Alaska Native	Asian	Pacific Islander or Native Hawaiian	Filipino	Hispanic or Latino	African American or Black	White	Two or More Races	Socio-economically Disadvantaged
40	118	7	75	20	38	172	149	480	3	450
4%	12%	.07%	8%	2%	4%	18%	16%	51%	.03%	48%

Conclusions indicated by the data:

1. Center High School is continuing in a state of declining enrollment.
2. The number of students in the socio-economically disadvantaged category has climbed to almost half of the CHS population.

Test Data

Academic Performance Index (API)

2008 Base	2009 Base	2010 Base	2011 Growth
759	770	782	777

Conclusions indicated by the data:

1. Center High School's API increased 18 points from 2008-2011.
2. Center High School had a base API of 698 in 2003 and has risen 69 points since then. CHS consistently increased the API since 2003, but leveled out in 2011.

Academic Performance Index (API): Numerically Significant Subgroups

		2008-09	2009-2010	2010-11
All School	API	767	781	777
	Target Growth	5	5	5
	Actual Growth	8	11	-5
	Met School-wide Target	Yes	Yes	No
English Learners	API	769	710	616
	Target Growth		5	N/A
	Actual Growth		13	N/A
	Met Sub-Group Target	Yes	N/A	Not Significant Sub-Group
Hispanic	API	736	758	752
	Target Growth	5	5	5
	Actual Growth	26	22	-9
	Met Sub-Group Target	Yes	Yes	No
White	API	780	795	805
	Target Growth	5	5	5
	Actual Growth	-3	13	10
	Met Sub-Group Target	No	Yes	Yes
S.E.D. Socio-economically Disadvantaged	API	725	745	735
	Target Growth	5	5	5
	Actual Growth	15	20	-12
	Met Sub-Group Target	Yes	Yes	No
Students with Disabilities	API	537	514	579
	Target Growth	530	13	14
	Actual Growth	0	-23	55
	Met Sub-Group Target	No	No	Yes
Two or More Races	API	769	786	Sub-Group too small for a score.

Conclusions indicated by the data:

1. In 2009-2010, all subgroups met their school-wide API target with the exception of students with disabilities and the EL populations. In 2011, both the Hispanic and S.E.D. subgroups failed to meet their respective goals.
2. The inclusion program needs to be continually monitored to gauge its effectiveness.
3. The S.E.D. population increased 39 API points over the three year period and then dropped 12 points in 2011.

Percent Proficient or Above

Percent Proficient or Above Annual Measurable Objectives (AMOS) 10 th Grade						
Groups	2009		2010		2011	
	ELA	Math	ELA	Math	ELA	Math
School wide	65	66	63	69	63	61
African American or Black	60	57	64	67	47	49
Asian	69	89	70	78	54	75
Filipino	75	50	--	--	62	64
Hispanic or Latino	55	53	56	63	73	48
White (not Hispanic)	68	69	63	73	69	67
Socio-economically Disadvantaged	54	56	56	63	50	50
English Learners	47	72	40	50	--	--
Special Education	21	15	17	22	15	12
Two or more races	--	--	77	64	--	--

Conclusions indicated by the data:

1. Although the special education population increased its API by 55 points, they continue to drop in the percentage meeting AMOS as the bar is raised.
2. There were significant drops in the African American subgroup in both ELA and math.
3. The Hispanic subgroup rose significantly in ELA, but dropped in math.

I. 2011 STAR Test Results

Center High School

Reported Enrollment

Result Type	9	10	11
Reported Enrollment	371	327	310

CST English-Language Arts

Result Type	9	10	11
Students Tested	352	316	295
% of Enrollment	94.9 %	96.6 %	95.2 %
Students with Scores	352	316	294
Mean Scale Score	363.1	340.6	342.7
% Advanced	24 %	16 %	18 %
% Proficient	38 %	26 %	27 %
% Basic	28 %	34 %	34 %
% Below Basic	6 %	17 %	12 %
% Far Below Basic	3 %	7 %	10 %

CST General Mathematics

Result Type	9
Students Tested	100
% of Enrollment	27.0 %
Students with Scores	100
Mean Scale Score	319.8
% Advanced	5 %
% Proficient	22 %
% Basic	33 %
% Below Basic	31 %
% Far Below Basic	9 %

CST Algebra I

Result Type	9	10	11
Students Tested	151	126	60
% of Enrollment	40.7 %	38.5 %	19.4 %
Students with Scores	151	126	60
Mean Scale Score	340.8	326.3	308.0
% Advanced	8 %	5 %	0 %
% Proficient	38 %	25 %	25 %
% Basic	30 %	36 %	27 %
% Below Basic	22 %	29 %	30 %
% Far Below Basic	4 %	6 %	18 %

CST Geometry

Result Type	9	10	11
Students Tested	113	68	65
% of Enrollment	30.5 %	20.8 %	21.0 %
Students with Scores	113	68	65
Mean Scale Score	350.8	328.6	319.3
% Advanced	10 %	7 %	2 %
% Proficient	40 %	24 %	22 %
% Basic	35 %	40 %	40 %
% Below Basic	16 %	26 %	37 %
% Far Below Basic	0 %	3 %	0 %

CST Algebra II

Result Type	10	11
Students Tested	73	79
% of Enrollment	22.3 %	25.5 %
Students with Scores	73	78
Mean Scale Score	397.9	330.1
% Advanced	37 %	5 %
% Proficient	38 %	32 %
% Basic	21 %	38 %
% Below Basic	3 %	18 %
% Far Below Basic	1 %	6 %

CST Summative High School Mathematics

Result Type	11
Students Tested	52
% of Enrollment	16.8 %
Students with Scores	52
Mean Scale Score	363.7
% Advanced	19 %
% Proficient	42 %
% Basic	25 %
% Below Basic	13 %
% Far Below Basic	0 %

CST World History

Result Type	10	11
Students Tested	320	2
% of Enrollment	97.9 %	0.6 %
Students with Scores	320	1
Mean Scale Score	354.9	*
% Advanced	27 %	*
% Proficient	25 %	*
% Basic	22 %	*
% Below Basic	13 %	*
% Far Below Basic	13 %	*

CST U.S. History

Result Type	11
Students Tested	301
% of Enrollment	97.1 %
Students with Scores	300
Mean Scale Score	347.4
% Advanced	19 %
% Proficient	30 %
% Basic	28 %
% Below Basic	11 %
% Far Below Basic	12 %

CST Science - Grade 10 Life Science

Result Type	10
Students Tested	316
% of Enrollment	96.6 %
Students with Scores	316
Mean Scale Score	349.3
% Advanced	25 %
% Proficient	22 %
% Basic	31 %
% Below Basic	11 %
% Far Below Basic	11 %

CST Biology

Result Type	9	10	11
Students Tested	127	142	68
% of Enrollment	34.2 %	43.4 %	21.9 %
Students with Scores	127	142	68
Mean Scale Score	378.5	341.7	358.4
% Advanced	39 %	13 %	22 %
% Proficient	34 %	35 %	29 %
% Basic	24 %	26 %	25 %
% Below Basic	2 %	19 %	7 %
% Far Below Basic	2 %	7 %	16 %

CST Chemistry

Result Type	10	11
Students Tested	71	75
% of Enrollment	21.7 %	24.2 %
Students with Scores	71	75
Mean Scale Score	353.5	312.9
% Advanced	14 %	3 %
% Proficient	34 %	13 %
% Basic	46 %	47 %
% Below Basic	4 %	24 %
% Far Below Basic	1 %	13 %

CST Earth Science

Result Type	9	10	11
Students Tested	212	22	13
% of Enrollment	57.1 %	6.7 %	4.2 %
Students with Scores	212	22	13
Mean Scale Score	339.3	325.6	323.9
% Advanced	14 %	18 %	0 %
% Proficient	28 %	14 %	38 %
% Basic	34 %	36 %	23 %
% Below Basic	18 %	14 %	23 %
% Far Below Basic	6 %	18 %	15 %

CST Physics

Result Type	10	11
Students Tested	4	44
% of Enrollment	1.2 %	14.2 %
Students with Scores	4	44
Mean Scale Score	*	348.2
% Advanced	*	11 %
% Proficient	*	32 %
% Basic	*	48 %
% Below Basic	*	9 %
% Far Below Basic	*	0 %

Graduation Rate

Graduation Rate				
Year	Current Year	Previous Year	Change	Met Criteria?
2007	90.8	91.6	-.8	Yes
2008	91	90.8	.2	Yes
2009	92.6	91	1.6	Yes
2010	90.63	92.6	-1.97	Yes
2011	88.74	90.63	-1.89	No

Conclusions indicated by the data:

1. The graduation rate decreased slightly the past two years.

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	0	0%	4	36%	7	64%	0	0%	0	0%	11
10	0	0%	8	53%	6	40%	0	0%	1	7%	15
11	1	9%	4	36%	3	27%	2	18%	1	9%	11
12	1	10%	2	20%	4	40%	2	20%	1	10%	10
Total	2		18		20		4		3		47

Conclusions indicated by the data:

1. CHS has very few (3) beginning level students at the high school level.
2. 40 or 44 (85%) of the ELL population is intermediate or higher.

Center High School
Planned Improvements in Student Performance
2011-12

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, AYP growth targets, student performance goals, and program opportunities/options. 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: The number of students scoring "Far Below Basic" on the mathematics General Math CST's will decrease by 3%, on the Spring, 2012 California State Standards Tests.

Students group to participate in this goal: <ul style="list-style-type: none"> - All students taking Foundations of Algebra courses. 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> - 3% percent or more decrease in Far Below Basic scores on the CST general math test.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> - CST scores - California Frameworks Blueprints - Best Instructional Practices staff development 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> - CST score data - Course outlines, scope and sequence, unit plans and daily lesson plans - AERIES reports - Report cards
Actions to be taken to reach this goal: <ul style="list-style-type: none"> - Re-institute class size reduction in the lowest level mathematics classes, Foundations of Algebra - Establish intervention classes for students identified as struggling. The class will provide relating to the regular mathematics course in which the student is enrolled. 	Start/Completion Date: August 3, 2011 – May 30, 2012 Proposed Expenditures: TBA Estimated Cost: 4 additional sections of mathematics Funding Source: District funds

SCHOOL GOAL #2: Freshman students performing at 'Far Below Basic" level on the ELA section of the CST test will increase to the next proficiency level by 3% or higher on the Spring 2012 California State Standards Tests.

Students group and grade level to participate in this goal: <ul style="list-style-type: none"> - Freshman 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> - 3% percent or more of Far Below Basic freshman to advance to the next level.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> - CST for Language Arts - California Frameworks Blueprints - Best Instructional Practices staff development 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> - CST score data - Course outlines, scope and sequence, unit plans and daily lesson plans - AERIES reports - Report cards
Actions to be taken to reach this goal: <ul style="list-style-type: none"> - Implementation of course outlines based on state standards - Develop after school tutorial program - Implement an English 9B class for those scoring Basic and below. - Implement class size reduction at the 9th grade level. 	Start/Completion Date: August, 2009 – May, 2012 Proposed Expenditures: TBA Estimated Cost: No additional funding Funding Source: Site Budget

SCHOOL GOAL #3: The number of students scoring “Far Below Basic” on the social studies CST in 10th Grade Modern World History will decrease by 10% on the Spring, 2012 California State Standards Tests.

Students group to participate in this goal: <ul style="list-style-type: none"> - All students taking 10th Grade Modern World History 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> - 10% or higher decrease in those scoring Far Below Basic.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> - CST for all 10th Grade Modern World History students - California Frameworks Blueprints - Best Instructional Practices staff development 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> - CST scores - Course outlines, scope and sequence, unit plans and daily lesson plans - AERIES reports - Report cards
Actions to be taken to reach this goal: <ul style="list-style-type: none"> - Identify students likely to be challenged by the World History CST - Increase content area reading support in 10th grade modern world history classes - Offer teacher and student tutorial support 	Start/Completion Date: August , 2011 – May, 2012 Proposed Expenditures: TBA Estimated Cost: Tutorial funds Funding Source: District funds

SCHOOL GOAL #4: The number of freshman students scoring “Far Below Basic” on the science CST will decrease by 5% on the Spring, 2012 California State Standards Tests.

Students group to participate in this goal: <ul style="list-style-type: none"> - All freshman taking Earth Science. 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> - 5% or higher decrease in the number of freshman scoring Far Below Basic.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> - CST Scores - California Frameworks Blueprints - Best Instructional Practices staff development 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> - CST Scores - Course outlines, scope and sequence, unit plans and daily lesson plans - AERIES reports - Report cards
Actions to be taken to reach this goal: <ul style="list-style-type: none"> - Offer teacher and student tutorial support - After school tutoring 	Start/Completion Date: August , 2011 – May, 2012 Proposed Expenditures: TBA Estimated Cost: Tutorial funds Funding Source: District funds

2010-2012 — Revised to reflect Far Below Basic students.

Goals for Single Plan for Student Achievement, WASC Action plans and the Strategic Plan.

English

Goal:

9th grade students performing at 'Far Below Basic' level on the ELA section of the CST test will increase to the next proficiency level by 3% or higher on the Spring 2012 California State Standards Tests.

Far Below Basic

	2010	2011	% Change	
9 th	5%	3%	40% Reduction	Met Goal

Social Studies

Goal:

The number of students scoring "Far Below Basic" on the social studies CST in 10th Grade Modern World History will decrease by 10% on the Spring, 2012 California State Standards Tests.

Far Below Basic

	2010	2011	% Change	
10 th	16%	13%	19% Reduction	Met Goal

Science

Goal:

The number of freshman students scoring "Far Below Basic" on the science CST will decrease by 5% on the Spring, 2012 California State Standards Tests.

Far Below Basic

	2010	2011	% Change	
9 th	14%	6%	57% Reduction	Met Goal

Math

Goal:

The number of students scoring "Far Below Basic" on the mathematics General Math CST's will decrease by 3%, on the Spring, 2012 California State Standards Tests.

Far Below Basic

	2010	2011	% Change	
General Math C	11%	9%	18% Reduction	Met Goal

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	\$ 319,773 (s)
<input checked="" type="checkbox"/> Art, Music and PE Block Grant (one time) <u>Purpose:</u> Art and music enrichment	\$ 0.00
<input checked="" type="checkbox"/> Art, Music and PE Grant (ongoing) <u>Purpose:</u> Art and Music enrichment	\$ 76,014 (d)
<input checked="" type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	\$ 20,566 (d)
<input checked="" type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school	\$ 134,398 (d)
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$ 0
<input checked="" type="checkbox"/> School Improvement Program Fund <u>Purpose:</u> Improve school programs	\$ 0.00
<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	\$ 18,759 (s)
Total amount of state categorical funds allocated to this school	\$337,675 - district controlled \$338,532- site controlled

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 183,575 (d)
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 0
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 32,707 (d)
<input checked="" 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 checked="" 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	\$216,282– district controlled \$ 0– site controlled
Total amount of state and federal categorical funds allocated to this school	\$553,957– district controlled \$338,532– 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	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Michael Jordan	X				
Kristine Hays	VP				
Peter Graham		X			
Bonnie Schiro			X		
Amy Chaney		X			
Karen Matre			X		
Alan Matre				X	
Numbers of members of each category					

Form E: Recommendations and Assurances

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

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

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

X Other (*list*)- *WASC Committee and the CHS Strategic Plan.*

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: _____.

Attested:

Michael Jordan
School principal

Signature of school principal Date

Bonnie Schiro
SSC Vice -chairperson

Signature of SSC Vice -chairperson Date

Programs Funded through the Consolidated Application

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

State Programs

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

Federal No Child Left Behind (NCLB) Programs

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

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

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 Center High School a variety of assessments are used to determine the student's needs. The following assessments are used: Common Assessments, Pre/Post reading scores, State Mandated tests, Fitnessgram, CST tests, ACT scores, PSAT scores, SAT scores, and 15-day assessment benchmarks.

Staffing and Professional Development

- District offers in-service training in Fred Jones behavior management techniques.
- District academic coaches provide teacher training.
- Computer training in-services are provided for all staff.
- 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.
- CHS will be sending a team of teachers to the AVID Summer Institute training each year.
- CHS will be sending teachers to AP training programs.
- Leadership Academy is being developed for teachers interested in site leadership and potential administrative credentialing.
- New teachers participate in the BTSA program.
- CHS sends a team of staff to attend the National Academies Conference.
- Teams of administrators, counselors, and teachers attend CHLS annual conference.
- Numerous district sponsored professional development is available to teachers & staff.

Teaching and Learning

- District adopted textbooks and materials used in all subjects based on state and National standards
- Teachers' daily lesson plans state the grade level standards being addressed in all subject areas
- Weekly instructional walk-through observations
- Weekly "Round Table Discussions" to address best practices

Opportunity and Equal Educational Access

- Teachers differentiate curriculum in accordance with 504 plans, IEP's, and SST plans as needed to meet the needs of all students.
- Every classroom has supplemental materials to support the curriculum.
- We provide a breakfast and lunch program for our students, and offer free or reduced meals to families that qualify.

Involvement

- CHS offers ELD instruction and support to address the needs of our English Language Learners.
- CHS participates with (ELAC-English Language Advisory Committee) and District (DELAC-District English Language Advisory Committee) for our non-English speaking parents.
- CHS has access to on site translators to bridge the language barrier gap between our non-English speaking parents and the school.
- Student Study Team meetings, team meetings with teachers and parents, are held as needed to address student needs.
- CHS has an active Parent Booster Club to involve parents in the school which supports all programs and activities.

- 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 personal call home from staff.
- CHS staff is developing the PLC model through participation in campus cohort groups.
- CHS students have opportunities to participate in student leadership, co-curricular activities, and extra-curricular activities.
- Parent support, participation and involvement are encouraged and welcomed at CHS.

Center High School Site Council Bylaws

Article I NAME

The name of this committee shall be the Center High 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 Center High School Site Council.
- Section 3. Terms of office. All members of the council shall serve for a two year term.
- 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 Center High School by the end of the third quarter. The Site Council vacancies will be filled by the candidates who receive the highest vote tally, and 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 Center High School 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. Center High School Site Council will request nominations (via CHS Newsletter and Web Access) for the next school year prior to Open House. All nominations must be submitted in writing by the end of March.

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.

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 reasonable uses 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/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.btca.ca.gov
BTPP	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/School Liaison Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html

ACRONYM	STANDS FOR	WEB ADDRESS
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
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	

ACRONYM	STANDS FOR	WEB ADDRESS
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/programimpro v.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	
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.a sp
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

AGENDA ITEM # XIV-6

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: OAK HILL ELEMENTARY SCHOOL

Date: JANUARY 27, 2012

Action Item X

To: BOARD OF TRUSTEES

Information Item

From: DAVID GRIMES, PRINCIPAL

Attached Pages 44

Principal's Initials: _____

SUBJECT: OAK HILL 2011-12 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Each school year we revise our Single Plan for Student Achievement. The new plan is to include updated, disaggregated assessment and demographic information. Based on this data, updated conclusions and goals for improvement are developed. This plan steers the site expenditure of revenues from state and federal categorical funds.

The Oak Hill School Site Council met and approved Oak Hill's updated plan on Feb. 2, 2012.

RECOMMENDATION: Center Joint Unified School District Board of Trustees' approval of Oak Hill's 2011-12 Single Plan for Student Achievement.

CONSENT AGENDA

AGENDA ITEM # XIV-6

The Single Plan for Student Achievement

OAK HILL ELEMENTARY SCHOOL

34-73973-6107734
CDS Code

Date of this revision: December 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: David Grimes

Position: Principal

Telephone Number: 916-338-6460

Address: 3909 North Loop Blvd., Antelope, CA 95843

E-mail Address: davidgrimes@centerusd.org

Center Joint Unified School District

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

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School Vision and Mission

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

GOALS:

- A safe, orderly environment for all students and staff
- Quality curriculum and instruction
- Uninterrupted instructional time
- Frequent assessment of student performance to ensure success
- Clear communication between home and school
- An environment where students, staff, and community help each other
- Students attending daily, on time, ready to learn
- Maintain a positive working and learning environment, keeping challenges in proper perspective

At Oak Hill we believe

- that all people can learn and grow
- that all people learn and teach best in a positive, supportive, and trusting environment
- that all people have potential and unique talents and styles to contribute

In this environment, we envision that we and our students will:

- be responsible, empowered, self motivated, productive learners and decision-makers
- value and respect ourselves and others
- cooperate and communicate as a member of a team and assume appropriate leadership roles
- cultivate a balance of academic, social, physical, and emotional growth
- play an active role in the technological world
- demonstrate global awareness

School Profile

Oak Hill Elementary is one of four elementary schools in Joint Center Unified School District. We are located in the center of Antelope, a dynamic community of economic and social diversity. Oak Hill Elementary opened in 1994 and serves students from kindergarten through sixth grade with a current enrollment of approximately 800 students.

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

Students who attend Oak Hill Elementary reach or exceed the grade level standards through the *Open Court Reading Program (Pearson in 6th grade)*, *Harcourt Math Program (Glenco in 6th grade)*, *Harcourt Science Program*, and *Houghton Mifflin Social Studies Program*.

We believe that 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 after 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
- A research-based, explicit reading and math program designed to meet the needs of all learners
- A safe and orderly environment for all students and staff
- Peer mediation training
- An environment where everyone helps one another

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements are adapted from No Child Left Behind (NCLB), Title I Part A, and the California Essential Program Components (EPC). 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 Oak Hill, 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), Advanced Phonics Skills Test (APST), fluency assessments, Direct Writing Assessment (DWA), Open Court unit assessments, chapter tests in reading and math, pre- and post-tests in the math program, Degrees of Reading Power (DRP), Accelerated Reader tests, and California Standards Tests (CST) as part of the STAR program. As a whole, these assessments allow educators to gauge, on an ongoing basis, the effectiveness of standards-based instruction as well as focus remediation efforts.

Staffing and Professional Development

- Teachers have received training on the *Read Naturally* software for our computer labs.
- Teachers receive new training as well as refresher courses in the *Open Court 2002 Reading Program*.
- The District offers in-service training in *Open Court*, *Harcourt Math Program*, *Harcourt Science Program*, *Houghton Mifflin Social Studies* and *Fred Jones Behavior Management Techniques*.
- Computer training in-services are provided for Aeries, our student information data system; standards-based report cards; and e-mail and internet use.
- An Academic Coach provides teacher training.
- Regularly scheduled "Early Out Days" are calendared throughout the school year for collaboration at grade level and across the grades.
- On site video training for *Harry Wong's First Days of School* and *Fred Jones Tools for Teachers*
- On site training for "Depth and Complexity" strategies for increased reading comprehension
- On site training in Academic Language for EL students
- On site training in effectively using Specially Designed Academic Instruction in English (SDAIE) strategies in the classroom

Teaching and Learning

- Since the 1997-1998 school year, we have been using the *Open Court Reading Series*. In the 2005-2006 school year we adopted *Open Court 2002* grades K-5, 6th grade using *Pearson Reading*. These reading programs are approved by the state, and aligned to the standards.
- In the 2009-2010 school year we adopted the *Harcourt Math Program*, 2008 version, 6th grade using *Glenco Math*. These math programs are approved by the state, and aligned to the standards.
- In the 2006-2007 school year, we adopted the *Houghlin Mifflin Social Studies Program*. This social studies program is approved by the state, and aligned to the standards.
- In the 2007-2008 school year, we adopted the *Harcourt Science Program*. This program is approved by the state, and aligned to the standards.
- Teachers' daily lesson plans (or the pacing guides) state the grade level standards being addressed in reading and math.
- 150 minutes per day are allotted towards the Language Arts program and 60 minutes per day are allotted towards the math curriculum.

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 basic curriculum.
- Qualifying students participate in a free or reduced lunch and breakfast program.
- Administrative classroom "walk-thrus" are held regularly to ensure all best practices are being implemented, with a particular emphasis on EL instruction.

Involvement

- We share with other elementary school sites an ELD teacher to address the needs of our English Language Learners.
- We have a school ELAC (English Language Advisory Committee) and a District DELAC (District English Language Advisory Committee) for our non-English speaking parents.
- School Site Council involves parents in setting school priorities for the use of SLIP funds.
- We provide translators as needed to bridge the language barrier between our non-English speaking parents and the school.
- Student Study Team meetings are held weekly to address student needs.
- Students and their families have access to our school library throughout the school year.
- 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 communication with families when their child is absent.
- Student health issues are addressed by our district nursing department.

Funding

- We provide an intervention program for students at risk of retention. Students most at risk remain at school for an additional hour outside the regular school day to develop the skills needed to meet the grade level standards. This program is run by fully credentialed teachers. Many teachers offer a homework program to give students additional help on specific class work.
- We provide approximately 3-6 computers for student use throughout the day. Students in grades K-6 are provided Internet access for research and other school projects.
- All classrooms have listening centers available to them to accommodate student needs.
- All classrooms have supplemental materials provided to enhance the core curriculum.
- Students have access to the *Harcourt Math Intervention* computer program, the *Accelerated Reader* program, the *Math Facts in a Flash* program, and the *Read Naturally* program to build their fluency and comprehension skills.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Intervention

Oak Hill Elementary provides after school support for students who are at risk of retention. Students in grades 1-6 who are struggling in Language Arts may attend our Intervention program twice a week for one hour each day. Students in grades 2-6 who are struggling in math may attend our Intervention program twice a week for one hour each day.

Students attending the after school program for Language Arts spend part of their time on the computer using ***Read Naturally***, a computerized reading program that focuses on reading fluency and comprehension skills. Students in the math intervention program practice math skills using a variety of games, flash cards, ***Math Facts in a Flash***, and Harcourt Math Intervention software.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

GATE

Oak Hill provides an after school enrichment program for the GATE population. Students enjoy a science and/or philosophy hands-on program. This program is designed to increase students' interest in the sciences, scientific method, problem-solving, and humanities. It takes students to a higher depth and complexity of understanding than is often taught through the regular classroom curriculum.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Reaching Resolution

Oak Hill is participating for its seventeenth year in the **Reaching Resolution** Student Conflict Mediation program. Students in grades 5-6 receive training that provides them with tools to help themselves and others reach peaceful resolution resulting from a conflict. These students are called the Oak Hill "Green Berets". The Green Beret Student Leadership Team also participates in a Community Showcase in the spring. It is the school's intent that through this program the school will become a safer place for students to attend, students will become empowered to solve their own disputes with other students without resorting to physical aggression, the school climate will be affected positively, and time on task will improve, and attendance will improve.

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	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American Not Hispanic	White	Total
Kdg	2	3	1	4	8	12	41	5	8	4	3	12	9	34	146
1st		4	2	1	4	9	22		6		5	4	15	28	100
2nd	1	1		1	7	12	30	1	11	1	1	13	12	39	130
3rd		3			2	9	30		5	1	2	4	9	39	104
4th		2	1	3	12	10	28	2	6		3	9	14	34	124
5th	1	3		1	8	8	32	3	6	2	2	11	21	35	133
Other					1	2	7						2	1	13
Total	4	16	4	10	42	62	190	11	42	8	16	53	82	210	750

Ethnic/Racial (STAR 2011)

Percent

African American
American Indian
Asian
Filipino
Hispanic or Latino
Pacific Islander
White (not Hispanic)

17
2
7
4
16
1
53

Parent Educational Level (STAR '11) Percent

Parent with a response
Of those with a response
Not a high school graduate
High school graduate
Some College
College graduate
Graduate

99

4
20
37
31
7

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

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

Participants in Free or Reduced Price Lunch (STAR 2011)

Percent
53

Average Parent Educational Level 3.17
The average of all responses where "1" represents "Not a high school graduate" and "5" Graduate school."

English Learners (STAR 2011)

Percent
15

Fully credentialed teachers (CBEDS)

Percent
100

Multi-track year-round school

no

Teachers with emergency credentials

0

School Mobility (STAR 2011)

96

This is the percent of students who were counted on this school's October CBEDS.

Enrollment in grades 2-11 on first Day of testing (STAR 2011)

Number
491

District Mobility (STAR 2011)

96

This is the percent of students who were counted on the district October CBEDS.

Number of students excused from STAR testing (STAR 2011)

Students excused per parent written Request

0

Average Class Size (CBEDS)

Grades

Average

K-3
4-6

20
33

Number of Students Tested (STAR)

491

STATE ACCOUNTABILITY: ACADEMIC PERFORMANCE INDEX (API)

The API is a system for scoring schools statewide between 200 and 1,000, according to results of student performance based on the Student Testing and Reporting System (STAR). A score of 800 or higher is considered by the state to be in the "high achieving" range.

Chart 1: API Growth and Targets Met

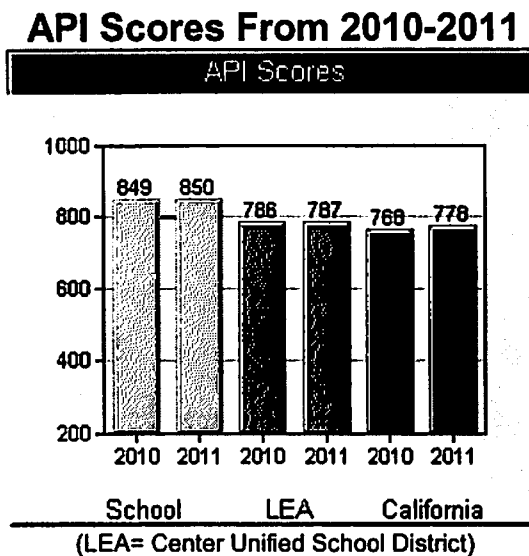
Met Growth Targets? Schoolwide: YES All Subgroups: YES All Targets: YES

STAR 2010 Percent Tested	Number Included In the 2011 API	2011 API (Growth)	2010 API (Base)	2010- 2011 Growth Target	2010- 2011 Growth	Met Target School- wide	Met Target Comparable Improvement
100	467	850	849	A	+1	Yes	Yes

Student Groups	Number of Pupils Included in 2011 API	Numerically Significant in Both Years	2011 Subgroup API Growth	2010 Subgroup Base	2010- 2011 Growth Target	2010- 2011 Growth	Met 2010-2011 Subgroup Growth Target
African American, not Hispanic	80	Yes	813	789	5	24	Yes
American Indian or Alaska Native	8	No	N/A	N/A	N/A	N/A	N/A
Asian	32	No	824	883	N/A	N/A	N/A
Filipino	16	No	961	927	N/A	N/A	N/A
Hispanic or Latino	73	No	811	846	N/A	N/A	N/A
Pacific Islander	6	No	N/A	N/A	N/A	N/A	N/A
White	250	Yes	871	863	A	8	Yes
Two or More Races	2	No	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	255	Yes	818	815	A	3	Yes
English Learners	97	Yes	830	821	A	9	Yes
Students with Disabilities	46	No	768	702	N/A	N/A	N/A

(A=scored at or above the statewide performance target of 800)

Chart 2: API Comparison: School, LEA, State between 2010 and 2011



Conclusions indicated by the API data:

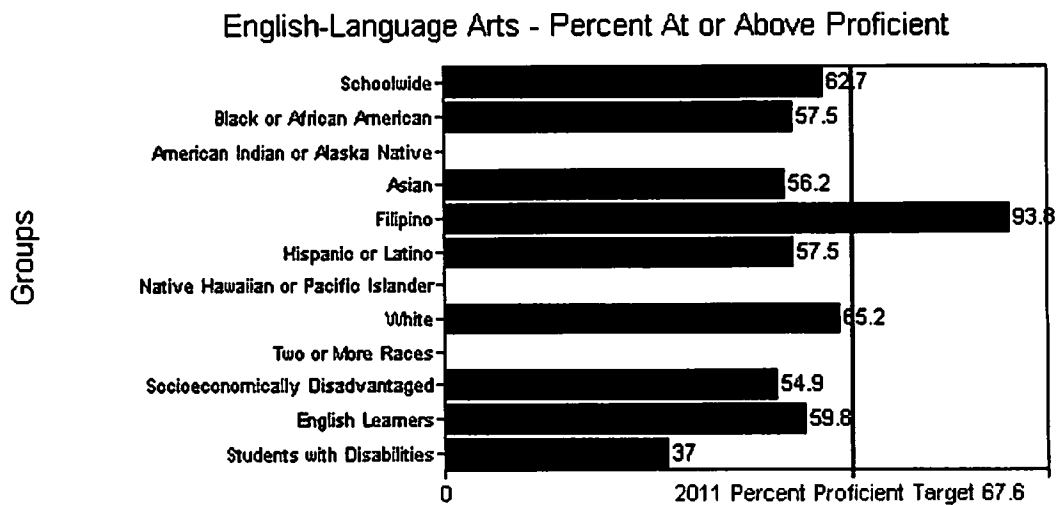
1. Oak Hill met or exceeded federal growth targets for all numerically significant student groups and schoolwide. All API targets were met.
2. Oak Hill scored at the state's "High Achieving" level of 800 or above for every numerically significant student population including Schoolwide, Black or African American, White, Socio-economically Disadvantaged, and English Learners.
2. Two student populations – Black or African American, and English Learners, are new to Oak Hill's list of numerically significant student populations. Attention to the needs of these emerging populations should be a school focus.

Federal Accountability: 2011 Adequate Yearly Progress (AYP)

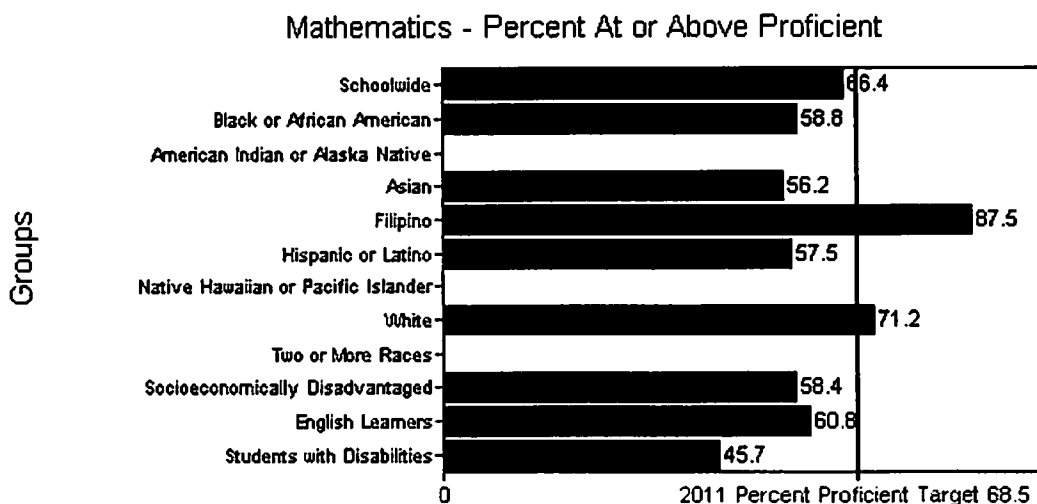
Met AYP Criteria	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	Yes
API	Yes	Yes

Chart 3a, 3b: AYP Percent at or Above Proficient by Student Population

3a:



3b:

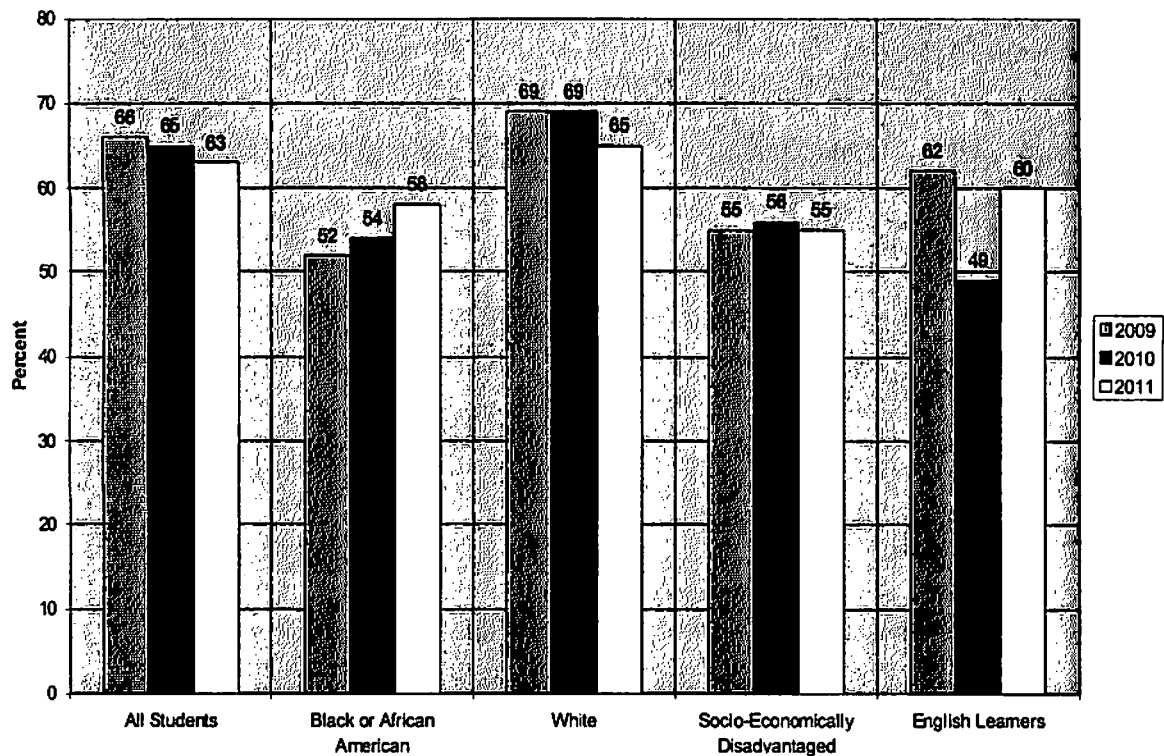


Conclusions indicated by the data:

1. Emphasis should remain on working toward every student achieving at or above proficient.
2. Of Oak Hill's numerically significant sub-groups, "African American" and "Socio-Economically Disadvantaged" students are lagging behind other populations in their performance.

Chart 4: E/LA - Longitudinal Analysis of Numerically Significant Populations

English-Language Arts: Percent of Students At or Above Proficient by Student Group

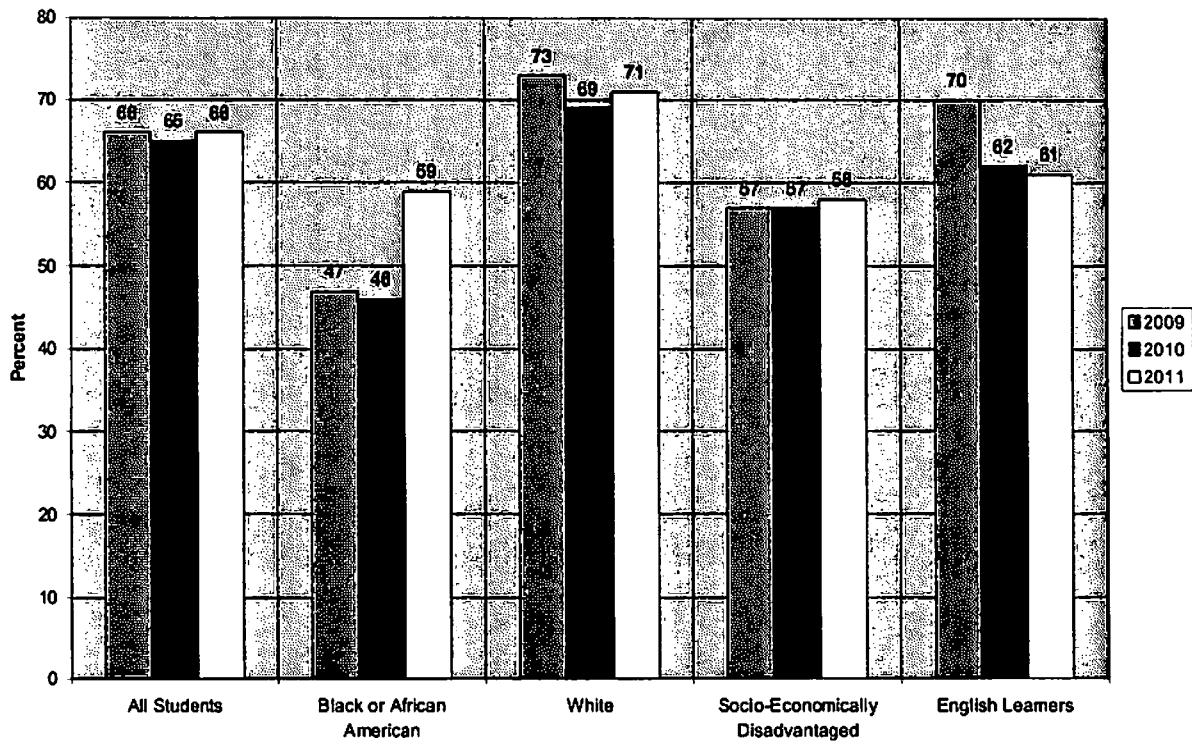


Conclusions indicated by the data:

1. Noted is a gradual downward trend for the "All Students" group.
2. The African American student population is making consistent growth and closing the gap with other student populations.
3. Continued focus should remain for English-Language Arts improvement for all populations, especially with the "Socio-Economically Disadvantaged" student group.

Chart 5: Math - Longitudinal Analysis of Numerically Significant Populations

Math: Percent of Students At or Above Proficient by Student Group



Conclusions indicated by the data:

1. Significant improvement in Math scores is indicated for the "African American" student population, closing the achievement gap between it and other student populations.
2. The percent of students scoring at or above proficient has declined for the "English Learner" student population.
3. Emphasis for academic growth in Math should focus on reversing the trend for the "English Learner" student population.

Chart 6: Academic Performance by Grade Level- Language Arts

ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE LEVEL												
CALIFORNIA STANDARDS TEST PROFICIENCY LEVEL												
Grade: 2			Grade: 3			Grade: 4			Grade: 5			
2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	
Number (#) and Percent (%) At or Above Proficient		%	Number and Percent At Basic		%	Number and Percent Below Basic		%	Number and Percent Far Below Basic		%	TOTAL NUMBER AND PERCENT
		#			#			#			#	
70	68	58	32	26	38	13	14	12	5	5	4	120
66	50	60	30	23	37	12	18	9	5	5	4	117
79	60	61	50	30	23	15	14	13	3	3	4	132
68	54	54	26	37	37	8	15	8	1	1	1	112
99	79	79	23	18	37	3	8	2	0	0	0	99
94	75	75	25	20	18	4	20	3	2	2	2	125
91	81	81	18	16	23	2	20	2	1	1	1	125
73	60	60	42	35	37	2	16	2	4	3	3	121
90	75	75	24	20	28	5	35	11	1	1	1	120
84	68	68	28	23	28	6	20	5	5	4	4	123
100	100	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

1. A larger percent of students in the "Basic" level in 2nd and 3rd grades is the result of a moving to the middle, with fewer students scoring in the "Proficient or Advanced" levels and also fewer students scoring in the "Below Basic" and "Far Below Basic" levels. This suggests a good trend upward for lower performing students, but emphasis must also be placed on challenging proficient and advanced students so that they maintain their level of proficiency.

2. Grades 4 and 5 continue a trend of strong proficiency scores. Fourth grade progress in clearing out the percentage of students scoring "Below Basic" and "Far Below Basic" must continue into 5th grade.

Chart 7: Academic Performance by Grade Level- *Mathematics*

CALIFORNIA STANDARDS TEST PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE LEVEL											
		Grade: 2			Grade: 3			Grade: 4			Grade: 5		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number (#) and Percent (%) At or Above Proficient	#	63	61	72	94	80	80	102	97	95	65	73	64
	%	52.5	52	54	71	70	82	82	78	83.5	52	61.3	52
Number and Percent At Basic	#	34	30	38	26	20	10	21	24	13	32	23	37
	%	28.5	26	29	20	18	10	17	19	11.5	25	19.3	30
Number and Percent Below Basic	#	20	21	20	11	13	8	2	4	6	25	19	17
	%	17	18	15	8	11	8	2	3	5	20	16.4	14
Number and Percent Far Below Basic	#	2	5	4	1	1	0	0	0	0	4	4	5
	%	2	4	2	1	1	0	0	0	0	3	3	4
TOTAL NUMBER AND PERCENT	#	119	117	133	132	114	98	125	125	114	126	119	123
	%	100	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

1. Second grade students trended upward with a smaller percentage of students scoring in the "Below Basic" and "Far Below Basic" ranges, while a greater percentage scored in the "At or Above Proficient" range.
2. Both 3rd and 4th grade students continue a trend of excellent achievement in Math with percentages of students "At or Above Proficient" in the 80's, while not 1 student of 212 students assessed scored "Far Below Basic". Just 1 student out of 708 students assessed scored "Far Below Basic" in the past three years combined in the 3rd and 4th grades.
3. While a slight improvement is shown in the combined percentage of 5th graders scoring "Below Basic" and "Far Below Basic" over the past three years, more consistency is needed in the percent of students scoring "At or Above Proficient".

Chart 8: 2011 Physical Fitness Report

**2010-11 Physical Fitness Report
Summary of Results**

Physical Fitness Tasks	Total Tested	% in HFZ	% not in HFZ
Aerobic Capacity	135	60.7	39.3
Body Composition	135	51.1	48.9
Abdominal Strength	135	73.3	26.7
Trunk Extension	135	98.5	1.5
Upper Body Strength	135	88.9	11.1
Flexibility	135	87.4	12.6
Number of Fitness Standards Achieved			
Standards Achieved	Number	Percent	Cumulative Percent
6 of 6 fitness standards	44	32.6	32.6
5 of 6 fitness standards	30	22.2	54.8
4 of 6 fitness standards	31	23.0	77.8
3 of 6 fitness standards	26	19.3	97.1
2 of 6 fitness standards	2	1.5	98.6
1 of 6 fitness standards	1	0.7	99.3
0 of 6 fitness standards	1	0.7	100.0
Total Tested		100	N/A

Conclusions indicated by the data:

1. Areas of Aerobic Capacity and Body Composition are the areas most in need of extra attention, with 39% or more of students not reaching proficient competency.
2. Just over half of the students performed at or above standard in 5 of 6 fitness areas.

Chart 9: California English Language Development (CELDT) Data – 2010-2011

Grade	California English Language Development Test (CELDT) Results 2010-2011										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	3	9	10	31	11	34	8	25	32
1	1	5	6	29	6	29	5	24	3	14	21
2	2	5	10	26	17	45	6	16	3	8	38
3	2	9	6	27	10	45	1	5	3	14	22
4	2	10	5	25	11	55	2	10	0	0	20
5	3	19	7	44	3	19	1	6	2	13	16
Total	10	7	37	25	57	38	26	17	19	13	149

Conclusions indicated by the data:

1. The largest population of EL students scored in the intermediate level of fluency.

Planned Improvements in Student Performance

The school 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_ Students will show a two percent decrease in the number of students performing in the Below Basic and Far Below Basic categories on the CST assessment in Language Arts.				
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"> All students, Socioeconomically Disadvantaged, English Learners, African American 		Anticipated annual performance growth for each group: <ul style="list-style-type: none"> Two percent decrease in the number of students performing in the Below Basic and Far Below Basic categories on the CST assessment in Language Arts 		
Means of evaluating progress toward this goal: <ol style="list-style-type: none"> CST for Language Arts Open Court and Fluency Assessments Cut-Points for Retention checklist California Frameworks Blueprints 		Group data to be collected to measure academic gains: <ol style="list-style-type: none"> Direct Writing Assessment Reports Accelerated Reader Reports Dataquest Reports Report Cards each trimester 		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time after school	October 11-May 12	Intervention Teachers	\$16,500	District
EL support	August 11-May 12	.25 ELD teacher & 1 INS Aide	\$17,204	District
Small group instruction during workshop	August 11-May 12	None	None	
Academic Coaches staff development	September 12-May 12	1 Academic Coach	\$65,000	District
Computer Support	August 11-May 12	System Support Technician	\$26,000	SLIP
Accelerated Reader Support	August 11-May 12	Online Testing Services	\$7,000	SLIP
Access to appropriate reproduced materials	August 11-May 12	Copy Center Copies/Material	\$30,000	SLIP
Library Support	August 11-May 12	20 hr/wk Library Technician	\$16,000	SLIP
Increased fluency practice	August 11-May 12	Additional books & materials	\$400	SLIP

Planned Improvements in Student Performance

The school has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # <u>2</u> Students will show a two percent decrease in the number of students performing in the Below Basic and Far Below Basic categories on the CST assessment in Mathematics.				
Groups participating in this goal: <ul style="list-style-type: none"> All students, Socioeconomically disadvantaged, African American 		Anticipated annual growth for each group: <ul style="list-style-type: none"> Two percent decrease in the number of students performing in the Below Basic and Far Below Basic categories on the CST assessment in Mathematics. 		
Means of evaluating progress toward this goal: <ol style="list-style-type: none"> CST for Mathematics Harcourt Math Assessments Cut-points for Retentions checklist California Frameworks Blueprints Best Instructional Practices staff development 		Group data to be collected to measure gains: <ol style="list-style-type: none"> Unit Assessments Dataquest Reports Report Cards 		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time after school Small group instruction during workshop Academic Coaches staff development Computer Support Access to appropriate reproduced materials Provide High Quality Math Curriculum to all Students	Oct. 11-May 12 August 11-May 12 August 11-May 12 August 11-May 12 August 11-May 12 August 11-May 12	Intervention Teachers None Academic Coach System Support Technician Copy Center Copies Math Consumables grades K-2	\$13,000 None \$65,000 \$26,000 \$30,000 \$15,418	District District SLIP SLIP Lottery

Planned Improvements in Student Performance

The school has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # <u>3</u> Through school wide programs, Oak Hill will provide a safe and drug free school for all its students.				
Groups participating in this goal: <ul style="list-style-type: none">All students		Anticipated annual growth for each group: <ul style="list-style-type: none">Five percent reduction in Class I's and suspensions		
Means of evaluating progress toward this goal: <ol style="list-style-type: none">Class I documentationSuspension documentation		Group data to be collected to measure gains: <ol style="list-style-type: none">Actual Class I and suspension numbers (10-11 compared to 11-12)		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Half-time Vice Principal Communication by the administration informing parents of Class I violations and suspensions 2 nd step Violence Prevention and Life Skills Reaching Resolution Program Green Beret Conflict Mediation	August 11-May 12 August 11-May 12 September 11-May 12 August 11-May 12	None None Community Showcase None	\$7,500* None \$150 None	SLIP Already purchased Center for Youth Citizenship

*Cost is reflective of differential pay between this individual's Teacher salary (already paid by district) and Vice Principal salary for .5 FTE.

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 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.

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	\$ 17,204 (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 checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$ 90,011 (s)
<input type="checkbox"/> School Improvement Program Fund <u>Purpose:</u> Improve school programs	\$
<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	\$ 15,418 (s)
Total amount of state categorical funds allocated to this school	\$ 338,630 - district controlled \$122,633 - 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 \$122,633 – site controlled

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 from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost (unreduced amount with applicable state and federal funds)	Funding Source	
		CAF	Other
GATE Stipend	\$750		\$750
GATE Supplies	\$250		\$250
.5 Vice Principal	\$7500	\$7500	
Intervention Teachers	\$29,500		\$29,500
ELL Support	\$17,204		\$17,204
Supplies and Materials	\$30,000	\$30,000	
Accelerated Reader Program	\$7,000	\$7,000	
Technology Technician	\$26,000	\$26,000	
Library Technician	\$16,000	\$16,000	
Materials/Repairs	\$3,511	\$3,511	
Estimated Costs		\$90,011	\$47,704
Projected Revenue		\$90,011	\$47,704

Total Estimated Cost: \$137,715

Total Projected Revenue: \$137,715

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:¹

Names of Members	Administrator	Classroom Teacher	Other School Staff	Parent or Community Member
David Grimes	X			
Chris Miyazaki			X	
Arlene Stassinios		X		
Gina Oswalt		X		
Randi Phillips		X		
Belinda Lecair				X
Tiffany Walker				X
Gina Carrozzo				X
Susie Lacy				X
Susan Wilson				X
Numbers of members of each category	1	3	1	5

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**):

☒ 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: February 2, 2012.

Attested:

David Grimes

Signature of school principal

Date

Susan Wilson

Signature of SSC chairperson

Date

Acronyms and Specialized Terms

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

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc
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/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/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

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

**OAK HILL ELEMENTARY SCHOOL
SCHOOL SITE COUNCIL BYLAWS**

Approved April 23, 2008

ARTICLE I: The name of this committee shall be the OAK HILL SCHOOL SITE COUNCIL.

ARTICLE II: **PURPOSE**

The purpose of this council shall be to:

1. Assist in the development of the School Improvement Plan.
2. Have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils, with the implementation of the School Improvement Program, and to assess periodically the effectiveness of the program.
3. Annually review the School Improvement Plan.
4. Establish a school improvement budget that is consistent with the Education Code, and if necessary, make modifications in the plan to reflect changing improvement needs and priorities.

ARTICLE III: **MEMBERSHIP**

Section 1. The council shall be composed of a school site administrator and representatives of the teachers and/or other staff members elected by teachers at the school. Other community members shall be elected by the parents of the pupils attending this school.

Section 2. The council shall be constituted so as to ensure parity between, (a) an administrator, classroom teachers, and other school personnel and (b) the parents and other community members who are elected by the parents.

Section 3. Classroom teachers shall comprise the majority of those persons representing school staff. The Parent Volunteer Coordinator is considered school personnel.

Section 4. The membership of this committee shall not exceed 10 persons with voting privileges.

Section 5. The president and vice-president of the Student Body of this school will be invited to be part of this council, but without voting privileges.

Section 6. In the event that all alternates are utilized to fill vacated spots the Secretary will post a public notice that there is a position available on the Council. The School Site Council will then appoint a new member to the Council from the list of names to serve the remainder of the vacated term.

Section 7. Members shall serve for a two-year term.

ARTICE IV: **DUTIES OF THE COUNCIL MEMBERS:**

It shall be the duty of all council members to:

Section 1. Attend all meetings or contact the Chairperson to provide alternates when it is impossible to attend in person. Such alternates shall have full voting privileges.

Section 2. Accept positions as officers or subcommittee members when so appointed or elected, unless unable to carry out duties entailed.

Section 3. The Council shall serve as the nomination committee. A notice will be sent out in March to inform perspective peer groups of an upcoming election of members. Nominations will be taken before and during the April meeting with nominations to be closed at the adjournment of the April meeting. Elections of members will be held prior to the June meeting, at which time nominations will be accepted and the election of council officers will be held.

Section 4. Resignations will be accepted only upon written notice to the Chairperson. The vacated position will be filled by the alternate that is next in line according to the election results.

Section 5. A member can be removed after failing to attend three (3) or more meetings and/or failing to send an appropriate alternate.

ARTICLE V: **OFFICERS:**

Section 1. The officers of this council will be comprised of: The Chairperson, First Vice-Chairperson, and the Second Vice-Chairperson.

Section 2. The positions of Chairperson and First Vice-Chairperson will be held by the elected parents or community members.

Section 3. The position of the Second Vice-Chairperson will be held by a school site administrator of Oak Hill Elementary.

Section 4. The position of Secretary will be performed by the Parent Volunteer Coordinator.

ARTICLE VI: **DUTIES OF OFFICERS**

Section 1. It shall be the duty of the Chairperson to preside over all meetings.

Section 2. It shall be the duty of the Chairperson to be the District Advisory Council Representative or to send a qualified alternate.

Section 3. In the absence or disability of the Chairperson, the First Vice-Chairperson shall assume the duties of the Chairperson.

Section 4. Should both the senior officers be unavailable, the Second Vice-Chairperson shall preside over the meeting.

Section 5. The Secretary shall keep the minutes of all meetings, attend to correspondence, and send out publicity as directed, with the assistance of SIP-funded school personnel.

Section 6. The outgoing officers will preside over the June transitional meeting.

ARTICLE VII: **ELECTION OF OFFICERS**

Section 1. All officers shall be elected or selected by the council membership after either volunteering or being nominated for the position.

Section 2. Should an officer resign before the 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 can be filled.

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

ARTICLE VIII: **MEETINGS AND QUORUMS**

Section 1. Meetings will be held once per month on a day that is agreed upon by the majority of this council.

Section 2. All agenda items will be submitted to the Secretary within one week prior to the meeting.

Section 3. All members will be notified one week prior to each meeting by the Secretary or a committee member.

Section 4. A simple majority of the membership and/or alternates present shall constitute a quorum.

Section 5. The transitional meeting held in June will include both the old and new members.

ARTICLE IX: **COMMITTEES**

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

ARTICLE X: **AMENDMENTS**

Section 1. These bylaws may be amended at any regular meeting by a two-thirds (2/3) vote of the quorum.

ARTICLE XI: **SITE PROPERTY**

Section 1. All information, minutes, and correspondence pertaining to the Site Council shall be kept in a file on the school site, under the direction of the SIP Coordinator.

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)	X X	X X	X X	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)]

School & Library Improvement BG		X
Pupil Retention Block Grant		X
School Safety Block Grant **		
Title V Innovative Programs		X
Title IV, Safe & Drug-free Schools *		X
Title III, English Learners		X
Title II, Improving Teacher Quality		X
High Priority Schools		
Immediate Intervention/USP		
Title I, Program Improvement		X
Title I, Schoolwide	X	X
Title I Targeted Assistance		X
EIA, State Compensatory Education		X
Economic Impact Aid (EIA) English Learners		X
LEGAL CITATION	20 USC 6314(b)(2)(A)	EC 64001(g)
REQUIREMENTS		School site council (SSC) constituted per former EC 52012

Appendix B: 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
Policies to insure all groups succeed	20 USC 6316(b)(3)					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)					X									
Submit High Priority annual report after public LEA governing board review	EC 52055.640							X							
III. Funding															
Plan includes proposed expenditures to improve academic performance	EC 64001(g)	X	X	X	X	X	X		X	X	X	X			
	EC 52853	X	X	X	X	X						X			
	EC 52054						X								
	20 USC 6316(b)(3)					X									
	20 USC 6315(c) 20 USC 6314(b)(2)(A)			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)	X	X	X	X	X	X		X	X	X	X			
	EC 52055.620(a)(1) - (3)							X							
	EC 52054						X								
	20 USC 7115(a)(1)(A)										X				
	20 USC 6314(b)(1), (2)(A)				X										
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X	X	X			
	EC 52853	X	X	X	X	X						X			
	EC 52055.625(c)							X							
	EC 35294.2(e)												X		
	EC 32228.5(b)												X		
	20 USC 7115(a)(2)										X				

Steps to intended outcomes	EC 52054 5CCR 3930		X	X	X	X	X		X						
Account for all services	5CCR 3930		X	X	X	X			X						
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X	X	X	X	X	X		X		X		X	X	
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				X										
-Allow all to meet/exceed standards;	20 USC 6315(c)			X	X										
-Are effective, research based;	20 USC 6316(b)(3) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)			X	X	X									
-Strengthen core academics;	EC 52054				X		X								
-Address under-served populations;	EC 52055.625(b), (c)				X			X							
-Provide effective, timely assistance;	20 USC 6314(b)(1)(I), (2)(A)				X										
-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		
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	EC 52853	X	X	X	X	X							X		

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Wilson C. Riles Middle School

Date: January 26, 2012

Action Item X

To: Board of Trustees

Information Item

From: Joyce Frisch, Principal

Attached Pages 95

Administrator's Initials: 

SUBJECT: Safe School and Emergency Preparedness Plan for Riles Middle School

Riles Middle School has updated and revised their Safe School and Emergency Preparedness Plan for the 2011-2012 school year. The three primary objectives of the plan are to save lives and avoid injuries; to safeguard school property and records; and to promote a fast, effective reaction to coping with emergencies. The plan also includes a site action plan with detailed information about the school's physical and social environment.

RECOMMENDATION: CJUSD Board of Trustees approves the 2011-2012 Safe School and Emergency Preparedness Plan for Riles Middle School.

CONSENT AGENDA

Wilson C. Riles Middle 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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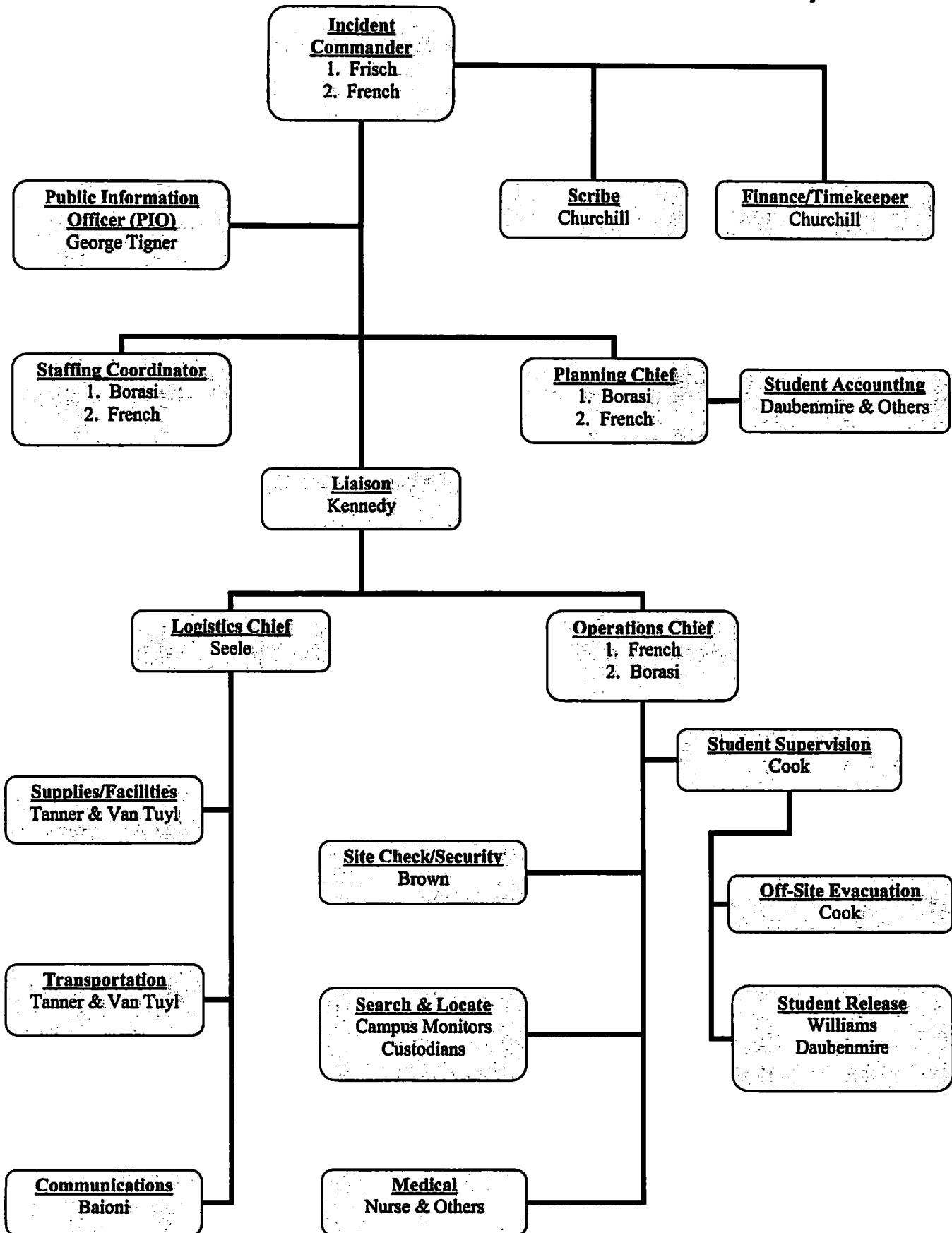
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PART 1 CRISIS MANAGEMENT**SECTION 1 INCIDENT COMMAND SYSTEM**

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.

Wilson C. Riles Middle School - Incident Command System



Incident Command Descriptions**Command Team**

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

Scribe: The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

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

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

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.

Planning Chief: The Planning 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

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.

Logistics Team:

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

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

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.

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.

Operations Team

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

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.

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.

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.

Student Supervision: 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 the leader 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.

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.

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.

Not on Flow Chart: *(All team members responsible for these tasks or for designating these tasks to specific people.):*

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

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

SECTION 2 STAGING AREAS

Indoor Command Post:

1. Conference Room (#107) in Main Office
2. Nurse's Office (#114) in Main Office

Outdoor Command Post:

1. Red Table area behind Administration Building
2. West Parking Area in front of 500 buildings

Triage Area: Quad

On-Site Evacuation and Parent Reunification Areas:

1. Basketball courts
2. Upper Field (Track/Football Field)

Bus Staging Area: East Parking Area in front of Basketball courts

Media Staging Area: East Parking Area in front of Basketball courts

Off-Site Evacuation Location:

1. [REDACTED]
2. [REDACTED]
3. [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 class

- Leave all personal items in classroom.
- Follow the teacher and exit in a quiet and orderly manner. (If alone, exit the nearest unblocked exit and join with the nearest supervised class.)
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

At break

- During lunch or passing period, students should go to basketball courts.
- Students should go to the spot designated for their second period class.

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 Student Release Team member will have a copy of the student emergency information. 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 emergency information is to remain with the Student Release Team members 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 _____

Date _____ Time _____

PERSON CHECKING OUT STUDENT:

Name _____

Address _____

Phone # _____

Relationship to student _____

Signature _____

ID Verification _____

WHERE WILL YOU BE TAKING STUDENT?

Student's Home _____ Other (address, phone #) _____

Student location on campus _____

Student checked out of classroom (Staff initial) _____

ID Verified before release from campus _____

STUDENTS UNACCOUNTED FOR

Teacher's
Name _____ Grade _____ Room _____

Students unaccounted for:

SECTION 6 SCHOOL PARTNERSHIPS

Off Site Partnerships

SECTION 7 RESOURCESStaff Special Skills

TEACHERS	Phone #	Room/Ext #	Health Concerns	Special Skills
Andrews, Julie				
Asbury, Jeff				
Brown, Pete (Rm 400 - 3,5,7)				
Camp, Tammie				
Cline, Sherry				
Cook, Karen				
Cornwell, Marsha (SCOE)				
Graef, Ed				
Haro, Esther				
Hayes, Tracy				
Heslin, Larry				
Jordan, Mark				
Kennedy, Caryn				
Kent, Allison				
Law, Jennifer				
Magnani, Kathy				
Morris, Vivian				
Myers, Dave				
Muldoon, Carrie				
Palm, Brenda				
Ray, Candie				
Rose, Valerie				
Sadrian, Nasrin				
Seele, Tina				
Slay, Jennifer				
Swift, Windigo				
Tanner, Susan				
Taylor, Bob				
Telles, John				
VanTuyt, Debra (606 - 2nd)				
Wise, Jeff				
Yee, Melvin				

OFFICE STAFF
Blackwell, Barbara
Borasi, Chris
Churchill, Michelle
Daubenmire, Tracie
French, David
Frisch, Joyce
Moe, Tracy
Pena, Rosa
Vaughan, Rhonda
Williams, Cheryl

OTHER STAFF	Phone #	Health Concerns	Special Skills
Baioni, Ron			
Balagot, Merlinda (Graef)			
Beardslee, Angela			
Crotteau, Lillian (Tanner)			
Eastteam, Eve (Speech)			
Engman, Pam (Camp)			
Goodman, Shellia (Yee)			
Kekahuna, Jeannette(Cornwell)			
Lal, Kris (Cornwell)			
Livingston, Barbara (Yee)			
McBride, Erma			
Misajon, Joanna (Rose)			
Vasilevich,Tatyana (ELD) 6th & 8th			
Wall-Butler, Thelma (Speech)			
Wise, Sandy			
Xerri, Bobbi			
Zeissler, Adam (Graef)			

KITCHEN STAFF
Taylor, Dorothy
Chernetskiy, Lyubov
Turnquist, Nancy
Brown, Ann
Rosenbach, Akiko

NOON DUTY STAFF
Blackwell, Samantha
Butler, Cora
Evans, Jeannie
Hesson, Vicky
Richardson, Lisa
Tolok, Liliya
Torres, Betty
Walker, Melissa
Webb, Cindy

CUSTODIAL STAFF
Azevedo, Maria
Harvey, Holly
Luu, Tim
Connie PaliKugel

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.

- 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/will participate in the following trainings:

- Bloodborne Pathogens for School Employees – (annually) February 27, 2012
- Triage Training – (every other year) March 26, 2012
- Mandated Child Abuse Reporter Training – (annually) April 30, 2012

Trainings designated for 2012-2013:

- NIMS Video (every other year) – August 2012
- Code Red Lockdown (annually) – September 2012
- CPR Training – October/November 2012
- Preventing School Arson – January 2013
- Bloodborne Pathogens – February 2013
- Mandated Child Abuse Reporter Training – April 2013

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.)

ii. 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.

RECEIVING A BOMB THREAT

INSTRUCTIONS:

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

Exact time of call: _____

Exact words of caller:

Questions to Ask

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

Caller's Voice (Circle):

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

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

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

Background Noises (Circle):

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

Additional Information:

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

B. What line did the call come in on? _____

C. Is the number listed? Private number? Whose? _____

D. Person Receiving Call _____

E. Telephone number the call was received at _____

F. Date _____

G. Report call immediately to: _____
(Refer to bomb incident plan)

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received_____ Time caller hung up_____

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

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

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

Person receiving the call

Person monitoring the call

Department_____

Department_____

Dept Phone No. _____

Dept. Phone No. _____

Home Address _____

Home Address _____

Date: _____

SECTION 3 BUS ACCIDENT

Field Trip Preparedness for Staff Members

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

SECTION 4 CHEMICALS/BIOHAZARD/GAS ODOR

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

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

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

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

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

SECTION 5 DEATH/SUICIDE

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

Principal or designee shall:

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

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

SECTION 6 EARTHQUAKE

During the Quake

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

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

After the Quake

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

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
 - Open all windows and doors.
 - Turn off the main gas valve at the meter.
 - Leave the building immediately.
 - Notify the gas company, police, and fire departments.
 - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "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) 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 to Building" under earthquake.)

Minor Flooding

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

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.
 - i. The child has no pulse (begin CPR).
 - ii. Another trained rescuer takes over for you.
 - iii. You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth 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.

Wilson C. Riles Middle School Mission Statement

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

SECTION 2 DESCRIPTION OF PHYSICAL ENVIRONMENT

The School's Location & Physical Environment

Wilson C. Riles Middle School is located in Roseville at the south end of Placer County. The immediate area around the school includes single-family dwellings, duplexes, and apartments, as well as a significant amount of undeveloped property. The campus experiences mild vandalism during evening hours, however, the frequency of occurrences has lessened within the past year.

Description of School Grounds

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

Nine sets of re-locatable classroom buildings (thirty-nine in all) are positioned on the west side, in various classroom combinations ranging from 3 to 7 rooms each. The entire campus is surrounded by permanent fencing. Only 1 pedestrian gate is open during the school day. One drive-through gate and one pedestrian gate are closed, but not locked. All other gates are locked during the school day. The playground is grass and asphalt and includes regulation size track, one baseball backstop, basketball and volleyball courts, long jump pits, and a shot put area.

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

It shall be the practice of Wilson C. Riles Middle School and Center 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. 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 staff and students take pride in the appearance of the school.

Internal Security Procedures

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

Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Wilson C. Riles.

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

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

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system. Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

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

Objective #1: The physical environment of Wilson C. Riles will be free of hazards.

Related Activities:

- Each day, the custodial staff, administrators, and campus monitors 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:

- All staff and students will take place in monthly safety drills.
- Staff training will occur during staff meetings.
- The parent reunification process will be included in at least one drill.
- Staff will have the opportunity to practice triage methods during drills.

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

- The Safety Team will conduct a vulnerability assessment and will notify the administrator of areas where security can be improved.

SECTION 4 DESCRIPTION OF SOCIAL ENVIRONMENT

The Social Environment: An action plan for people and programs reflecting the school's social environment

The Social Environment:

Wilson C. Riles Middle School is a place where all students and staff are valued. Staff and students are encouraged daily to be safe, responsible, and respectful, and to choose a positive attitude. Our school has high expectations for academics and behavior, and adults model this for our pupils.

Leadership at Riles is a collaborative process, using our Advisory Committee and Department Chairs to establish policies and procedures. Through these bodies, all are encouraged to give their input, with the expectation that "concerns come with solutions."

The principal and administrative team guide these representative groups and set a positive tone for the school. Administrators determine school direction and present that to the staff for refinement, and also support and enforce the rules and expectations developed by the staff.

Our staff are valued as members of a professional learning community, working together to insure high academic and behavioral standards and success for all students. All staff contribute to developing and implementing programs that foster successful learning of essential curriculum and to defining and enforcing consistent, fair school rules and consequences.

Our students are all valued and expected to succeed academically, behaviorally, and socially. Students are treated with respect by all staff, and are expected and encouraged to be safe, responsible, and respectful in all circumstances on campus. These standards are taught and reinforced by all staff.

Our parents and community neighbors are also respected. Staff are expected to return communications within 24 hours. Parents are given access to student grades, and multiple means are used to communicate with and involve parents and community members in our school.

SECTION 5 SOCIAL ENVIRONMENT GOALS

An action plan to maintain the school's organizational structure and social climate

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

Objective 1: Students and parents feel connected to the school.

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

Related Activities & Programs:

- Regular parent contact regarding upcoming campus and district events and activities
 - Monthly email updates and phone calls using the automated dialing system
 - Posting on the school website
- Parents invited to 8th Grade Dance field trip at Sacramento State Grand Ballroom
- Parent meetings which provide parents with valuable information about existing programs as well as support the parents with educational opportunities by off campus experts
 - AVID Parent meetings
 - GATE Parent meetings
 - PTA
 - School Site Council
 - Quarterly "Parent Coffee Mornings" coordinated by Joyce Frisch, our principal, and Cheryl Williams, school counselor
 - Quarterly ELAC Meetings
 - Back-to-School and Open House nights focused on parent information
- Student grades available to parents via Homelink Internet connection
- Teachers given designated times to meet with parents at least once a month
- Campus monitors watch over students coming to and leaving school as they pass through our neighborhood.
- Positive student incentives for behavior and attendance
 - Merit awards and events and/or recognition for students who maintain 100 merits
 - Extra-curricular activities open only to students with at least 90 merits
 - Husky Paws Applause drawings and prize wheel at lunch
 - Lunch Done Right rewards for appropriate student behavior at lunch
- Student Programs and opportunities which allow all students to participate positively in school activities
 - After-school intermural and lunchtime intramural athletic programs
 - After-school and lunchtime clubs
 - Husky Help Desk sessions
 - Dances
 - Rallies and spirit days
 - Leadership, AVID, and GATE Academy
 - Student Conflict Mediation program

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

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

Related Activities & Programs

- Review by all staff of our handbook and Personal Standards Matrix at the start of the year
- BEST lessons taught by all staff at start of year, designed to explain and demonstrate expected behaviors across campus, and “booster” lessons throughout the year
- Reminders to students through the daily bulletin regarding merits for activities
- “Husky Paws Applause” coupons given by staff and weekly drawings to recognize students who have been making choices to use safe, responsible, and respectful behavior
 - Maximum Focus Periods developed to reward specific behaviors
 - Husky Prize Wheel and donated incentives used to generate excitement over Paws Applause rewards
- “Lunch Done Right” incentives given by noon duties & campus monitors to reinforce appropriate lunchtime behaviors
- Development of Behavior Management Flow Chart to clearly define teacher and administrator roles in discipline.
- Frequent reference by administrators to Personal Standards Matrix when disciplining students
- Periodic review of school wide expectations to insure staff clarity and consistently high expectations for students
- Use of a digital referral system which minimizes paper consumption, and most importantly provides for the opportunity to gather and evaluate data related to behavior issues
- Analysis of discipline data to identify students in need of Tier II and Tier III intervention supports

Objective 3: Curriculum and instructional practices in every core department are focused on students learning essential standards.

As a result of new and existing programs, students in all categories will show gains in state test scores, meeting or exceeding our API and AYP goals.

Related Activities & Programs

- Leadership by principal and administrative team in developing staff into a Professional Learning Community (PLC)
 - Presentation of pertinent literature to Department Chairs for dissemination to departments
 - Presentation of literature to all teaching staff
 - Set agendas for department and staff meetings to develop vision, values, goals, collective commitments, and timelines for creating the effective programs and curriculum to increase student learning
 - Regular meeting times designated to work on these elements
 - Staff development in High Quality First Instruction and SDAIE methods
 - Administrator walk-throughs focused on looking for these methods and elements
- Work by staff to create and implement components of these programs
 - Development of common curriculum & assessments
 - Development of common grading policies throughout departments
 - Husky math and English classes taught by math and English teachers
 - Math Support and English Support classes taught by math and English teachers
 - Continuing review of student achievement data to improve teaching and intervention programs
 - Use of HQFI methods in classes for instruction

SECTION 6 SIGNATURE SHEET

Wilson C. Riles Safety Plan - 2011-2012

Wilson C. Riles Middle 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>Joyce Frisch</u>	Principal	<u>Joyce Frisch</u>
<u>Caryn Kennedy</u>	Teacher	<u>Caryn Kennedy</u>
<u>Karen Cook</u>	Teacher	<u>Karen Cook</u>
<u>Cheryl Williams</u>	Counselor	<u>Cheryl Williams</u>
<u>SANDY WISE</u>	Library Technician	<u>Sandy Wise</u>
<u>LISA Richardson</u>	SSC Parent	<u>Lisa Richardson</u>

Appendix A

California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines “mandated reporters” as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher’s aide or a teacher’s assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.

- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, ***except for volunteer firefighters.***
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.

32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.

33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.

34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.

35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.

36) A custodial officer as defined in Section 831.5 of the Penal Code.

37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)** Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." **(P.C. 11165.6)**

b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**

c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**

e. Neglect of a child, whether “severe” or “general,” by a person responsible for the child’s welfare. The term “neglect” includes both acts or omissions harming or threatening to harm the child’s health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, “in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.” **(P.C. 11166 (a))**

“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.” **(P.C. 11166 (a)(1))** Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General’s Web site at www.ag.ca.gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any non-privileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. **(P.C. 11165.9)**

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. **(P.C. 11166 (f))**

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. **(P.C. 11166 (h))**

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. **(P.C. 11172 (a))** And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. **(P.C. 11172 (c))**

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. **(P.C. 11172 (a))**

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. **(P.C. 11166 (i)(1))**

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. **(P.C. 11166.01(a))** If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01(b))**

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. **(P.C. 11167 (d)(1))**

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. **(P.C. 11172 (a))**

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication"

means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. **(P.C. 11166 (d)(1))**

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. **(P.C. 11166 (c))** If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01 (b))** He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or “severe” neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. **(P.C. 11166 (c))** Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. **(P.C. 11166.5 (a))**

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor’s presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. **(P.C. 11166.5 (a))**

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. **(P.C. 11165.7 (c))** The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. **(P.C. 11165.7 (e))**

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. **(P.C. 11166.5 (e))**

Feedback to Mandated Reporters

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. **(P.C. 11170 (b)(2))**

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center
California Attorney General's Office
1300 I St., Suite 1120
(916) 324-7863
www.safestate.org

Appendix B

Child Abuse Reporting Form

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 _____																																
VICTIM	NAME (LAST, FIRST, MIDDLE) _____		ADDRESS _____		BIRTHDATE _____ SEX _____ RACE _____																																
	PRESENT LOCATION OF CHILD _____		PHONE () _____																																		
SIBLINGS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>NAME</th> <th>BIRTHDATE</th> <th>SEX</th> <th>RACE</th> <th>NAME</th> <th>BIRTHDATE</th> <th>SEX</th> <th>RACE</th> </tr> </thead> <tbody> <tr> <td>1. _____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>4. _____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>2. _____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>5. _____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>3. _____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>6. _____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table>					NAME	BIRTHDATE	SEX	RACE	NAME	BIRTHDATE	SEX	RACE	1. _____	_____	_____	_____	4. _____	_____	_____	_____	2. _____	_____	_____	_____	5. _____	_____	_____	_____	3. _____	_____	_____	_____	6. _____	_____	_____	_____
	NAME	BIRTHDATE	SEX	RACE	NAME	BIRTHDATE	SEX	RACE																													
1. _____	_____	_____	_____	4. _____	_____	_____	_____																														
2. _____	_____	_____	_____	5. _____	_____	_____	_____																														
3. _____	_____	_____	_____	6. _____	_____	_____	_____																														
PARENTS	NAME (LAST, FIRST, MIDDLE) _____		BIRTHDATE _____ SEX _____ RACE _____		NAME (LAST, FIRST, MIDDLE) _____																																
	ADDRESS _____		ADDRESS _____																																		
E. INCIDENT INFORMATION	HOME PHONE () _____		BUSINESS PHONE () _____		HOME PHONE () _____																																
					BUSINESS PHONE () _____																																
IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. <input type="checkbox"/>																																					
1. DATE/TIME OF INCIDENT _____		PLACE OF INCIDENT (CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED																																			
IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION																																					
2. TYPE OF ABUSE: (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER																																					
3. NARRATIVE DESCRIPTION:																																					
4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:																																					
5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:																																					

SS 8572 (Rev. 1/03)

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>.

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

Appendix G

Staff List

TEACHERS	ROOM	Ext
Andrews, Julie	506	2506
Asbury, Jeff	515	2515
Brown, Pete (Rm 400 - 3,5,7)	PE	2400
Camp, Tammie	504	2504
Cline, Sherry	450	2450
Cook, Karen	PE	2302
Cornwell, Marsha (SCOE)	612	2612
Graef, Ed	603/604	2603
Haro, Esther	505	2505
Hayes, Tracy	402	2402
Heslin, Larry	509	2509
Jordan, Mark	PE	2306
Kennedy, Caryn	517	2517
Kent, Allison	510	2510
Law, Jennifer	453	2453
Magnani, Kathy	422	2422
Morris, Vivian	313	2313
Myers, Dave	216	2216
Muldoon, Carrie	522	2522
Palm, Brenda	607	2607
Ray, Candie	424	2424
Rose, Valerie	605	2605
Sadrian, Nasrin	401	2401
Seele, Tina	520	2520
Slay, Jennifer	452	2452
Swift, Windigo	420	2420
Tanner, Susan	430	2430
Taylor, Bob	608	2608
Telles, John	521	2521
VanTuyt, Debra (606 - 2nd)	322	2322
Wise, Jeff	PE	2306
Yee, Melvin	516	2516

OTHER STAFF	ROOM	Ext
Baioni, Ron	317	2317
Balagot, Merlinda (Graef)	604	2604
Crotteau, Lillian (Tanner)	430	2430
Eastteam, Eve (Speech)	447	2447
Engman, Pam (Camp)	504	2504
Goodman, Shelia (Yee)	516	2516
Kekahuna-Sanchez(Cornwell)	612	2612
Lal, Kris (Cornwell)	612	2612
Livingston, Barbara (Yee)	516	2516
Misajon, Joanna (Rose)	605	2605
Vasilevich, Tatyana (ELD) 6th & 8th	122/522	1122/2522
Wall-Butler, Thelma (Speech)	446	2446
Wise, Sandy	418	2418
Zeissler, Adam (Graef)	604	2604
OFFICE STAFF		
Blackwell, Barbara	125	1125
Borasi, Chris	121	1121
Churchill, Michelle	109	1109
Daubenmire, Tracie	104	1104
French, David	105	1205
Frisch, Joyce	106	1206
Moe, Tracy	103	1303
Pena, Rosa	123	1123
Vaughan, Rhonda	103	1209
Williams, Cheryl	120	1120
KITCHEN STAFF		
Taylor, Dorothy	126	1126
Chernetskiy, Lyubov		
Turnquist, Nancy		
Brown, Ann		
Rosenbach, Akiko		

Appendix H

Staff Classroom Telephone Numbers

STAFF	RM #	Ext	VM	STAFF	RM #	Ext	VM
Andrews, Julie	506	2506	6042	Americorp	518	2518	
Asbury, Jeff	515	2515	6000	Art Room	308	2308	
Baioni, Ron	317	2317		AVID Room	443	2443	
<i>Balogot, Merlinda (Graef)</i>	604	2604		Boys locker room (PE Teachers)	304	2306	
Brown, Pete (Rm 400 - 3,5,7)	400	2400	6050	Cafeteria/kitchen-Dorothy Taylor	128	1128	1128
Camp, Tammie	504	2504	6006	Campus Monitor Office	324	2326	6002
Cline, Sherry	450	2450	6040	<i>McBride, Beardslee</i>			
Cook, Karen	302	2302	6074	Computer Lab - <i>Not # for Ron</i>	316	2316	
Cornwell, Marsha (SCOE)	612	2612	6101	Computer Lab 2	610	2610	
Crotteau, Lillian (Tanner)	430	2430		Conference Room	107	1107	
Eastteam, Eve (Speech)	447	2447	6014	Conference Room 2	447	2447	
Goodman, Shelia (Yee)	516	2516		Custodian Office	615	2615	2416
Graef, Ed	603	2603	6025	District Board Meeting Room	503	2503	
Haro, Esther	505	2505	6046	Drama Room	423	2423	6046
Hayes, Tracy	402	2402	6021	Fitness Room 1	215	2215	
Heslin, Larry	509	2509	6039	Fitness Room 2 (Mod PE)	609	2609	
Jordan, Mark	304	2306	6072	Girls locker room (PE Teachers)	311	2302	
<i>Kekahuna-Sanchez(Cornwell)</i>				Kitchen	126	1126	
Kennedy, Caryn	517	2517	6011	Leadership Room	454	2454	6043
Kent, Allison	510	2510	6033	Library	417	2417	2418
<i>Lal, Kris (Cornwell)</i>				Lounge (Main Office)	119	1119	
Law, Jennifer	453	2453	6022	Mail Room (Main Office)	108	1108	
<i>Engman, Pam (Camp)</i>	504	2504		Nurse's Office	114	1114	11149
<i>Livingston, Barbara (Yee)</i>	516	2516		Occupational Therapy	613	2613	
Magnani, Kathy	422	2422	6029	PTA	617	2617	6013
<i>Misajon, Joanna (Rose)</i>	605	2605		SCOE-Direct line 916-781-2959	612	2612	6101
Morris, Vivian	313	2313	6047	Social Studies Room	444	2444	
Myers, Dave	216	2216	6051	Staff Lounge (Fasani Bldg)	414	2413	
Muldoon, Carrie	522	2522	6015	STAR Room	519	2519	
Palm, Brenda	607	2607	6071	Ticket Booth/ Snack Bar		2210	
Ray, Candie	424	2424	6030				
Rose, Valerie	605	2605	6076				
Sadrian, Nasrin	401	2401	6024				
Seele, Tina	520	2520	6061				
<i>Simms, Linda (P.E.)</i>	212	2202	2202				
Slay, Jennifer	452	2452	6041				
Swift, Windigo	420	2420	6027				
Tanner, Susan	430	2430	6037				
Taylor, Bob	608	2608	6064				
Telles, John	521	2521	6062				
VanTuyt, Debra (616 - 2nd)	322	2322	6034				
<i>Vasilevich, Tatyana (ELD) 6th & 8th</i>	522	2522					

OFFICE STAFF	RM #	Ext	VM
Frisch, Joyce	106	1206	12069
French, David	105	1205	12059
Attendance Office	103	7910	7910
Main Office	102	7900	7900
Churchill, Michelle	109	1109	11099
Baloni, Ron	317	2317	
Blackwell, Barbara	125	1125	11259
Borasi, Chris	121	1121	11219
Daubenmire, Tracie	104	1104	11049
Moe, Tracy	103	1303	13039

Wall-Butler, Thelma (Speech)	446	2446	6052		Pena, Rosa	123	1123	11239
Wise, Jeff	304	2306	6055		Vaughan, Rhonda	103	1209	12099
Wise, Sandy	418	2418	6026		Williams, Cheryl	120	1120	11209
Yee, Melvin	516	2516	6068		Gray, Ryan	122	1122	11229
Zeissler, Adam (Graef)	604	2604						
					Receptionist	102	1202	12029
					LOBBYStudent call out phone		1402	

Appendix I
Utility Shut-off Map

Appendix J
Evacuation Map

Appendix K

Off Campus Evacuation Map to Oak Hill

Off Campus Evacuation Map to [REDACTED]

Under Floor

Under Floor

Under Floor

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

<u>Category</u>	<u>Number</u>	<u>Description</u>
------------------------	----------------------	---------------------------

A. # _____ Fatalities

B. # _____ Minor Injuries
 Minor: In need of First Aid attention only

_____ Major Major: Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

_____ Moderate Moderate: Burns, major multiple fractures, back injuries with or without spinal cord damage.

C. # _____ of Injured Injuries (Ambulance)

D. Circle One: Property Damages

Major Major damage: building collapse, building leaning, major ground movement causing large cracks in ground.

Moderate Moderate damage: Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).

Minor Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.

E. _____ Ambulance	Resources Needed
_____ PG & E	
_____ Other	Other: Describe

Transmit data only, A - E above, in 30 - 45 seconds. After transmission, wait for EOC's request to elaborate.

Additional Information:
Disposition:

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: January 25, 2012

To: Board of Trustees

From: Mike Jordan, Principal

Action Item X

Information Item

Attached Pages 89

Administrator's Initials: MJS

SUBJECT: Center High School Safety Plan

Attached is the Center High School Safety Plan for 2011-2012. The plan was approved by the CHS School Site Council and must also be approved by the CJUSD School Board on a yearly basis per Education Code.

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve the Center High School Safety Plan.

CONSENT AGENDA

Center High School

"Home of Scholars and Champions"

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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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.

Center High School Incident Command System

Incident Commander

1. Mike Jordan
2. Steve Jackson
3. Kriss Hays

Public Information Officer (PIO)

George Tigner

Safety Officer

1. Officer Emily Kelly
2. Twin Rivers Police Department

Liaison

1. Steve Jackson
2. Kriss Hays
3. Rebekah Garcia

Planning Chief

Thinkers

Responsible for tracking both available and needed resources, assessing the changing situation, documenting the response, and managing the large site map at the Command Post.

1. Elizabeth McCloskey
2. Wendy Hollis

Logistics Chief

Getters

Manages personnel, supplies, and equipment. During a response, the Logistics Team is responsible for handing out supplies and equipment, deploying unassigned people for work.

1. Rose Mendoza
2. Shirley Hayes

Operations Chief

Doers

Handles all emergency response jobs, including taking care of students and handling the challenges of the emergency.

1. Kriss Hayes
2. Steve Jackson
3. Elizabeth McCloskey

Finance & Administration Chief

Collectors

Responsible for buying materials and keeping financial records of expenditures and employee hours.

1. Dana Busath
2. Jeannie Bess

Scribe

1. Karen Matre
2. Becky Lukes

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. Principal's Office
2. Library

Outdoor Command Post:

1. Stadium Press Box
2. Quad

Triage Area: Library/Quad

Parent Reunification Area: Stadium or KMart parking lot

Bus Staging Area: Stadium

Media Staging Area: KMart parking Lot

Off-Site Evacuation Location: [REDACTED]

Directions:

[REDACTED]

SECTION 3 LOCKDOWN PROCEDURES

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

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

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

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

- A. Classes in progress (not during lunch)
"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."
- B. Class change in progress
"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."
- C. Lunch is in session
Add the following to either announcement:
"Students in the cafeteria, follow the instructions of the faculty in the cafeteria."

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

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

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

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

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

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

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

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

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

Special areas of concern:

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

SECTION 4 EVACUATION PROCEDURES

General Evacuation

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary. If a general evacuation is ordered, the school population will be sent home, to the off site evacuation location, or to another location. Students are evacuated by walking or on school busses. If the school has been evacuated, the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

Evacuation of School Grounds

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

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

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

School Evacuation Instructions

Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, students, faculty and others in the building shall evacuate the building via prearranged evacuation route quickly, quietly and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.

Teachers

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

- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from building.
- Necessary first aid should be performed.

Students

In homeroom class

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

NOT in homeroom

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

At recess / break

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

Staff Not Assigned To Classrooms

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

Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 - Determine WHEN it is safe to re-enter.
 - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.
 - Instruct teachers to:
 - Release students to responsible adults using predetermined procedure.
 - Students will exit school grounds to the blacktop/field either to board busses or to walk to {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]

Phone Number: 338-6441

Contacts:

David DeArcos, principal

Teri Shoup, secretary

Directions:

[REDACTED]

SECTION 7 RESOURCES

Confidential Information which is found in the emergency bag in the principals' office.

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) 348-6409
- 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
- McCellan 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.

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

Department _____
Dept Phone No. _____
Home Address _____
Date: _____

Person monitoring the call

Department _____
Dept. Phone No. _____
Home Address _____

SECTION 3 BUS ACCIDENT

Field Trip Preparedness for Staff Members

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

SECTION 4 CHEMICALS/BIOHAZARD/GAS ODOR

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

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

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

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

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

SECTION 5 DEATH/SUICIDE

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

Principal or designee shall:

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

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

SECTION 6 EARTHQUAKE

During the Quake

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

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

After the Quake

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

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
6. Open all windows and doors.
7. Turn off the main gas valve at the meter.
8. Leave the building immediately.
9. Notify the gas company, police, and fire departments.
10. Don't re-enter the building until it is safe.
11. 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:
 - a. The child begins to breathe on his/her own.
 - i. The child has no pulse (begin CPR).
 - ii. Another trained rescuer takes over for you.
 - iii. You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)

- After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
- 3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth 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.
- Assign a staff member to handle all incoming calls.
- Determine and establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible 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

The mission of Center High School is to guide and encourage each student to reach his/her unique potential as a productive, respectful and responsible member of a multi-ethnic community.

SECTION 2 DESCRIPTION OF PHYSICAL ENVIRONMENT

Center High School is located at 3111 Center Court Lane in Antelope at the north end of Sacramento County. The campus experiences mild vandalism during evening hours, however, the school site and the district are committed to eradicating graffiti as soon as possible and preferably before students come back to campus. The immediate area around the school includes single family dwellings, duplexes and apartments as well as some retail outlets and restaurants.

The school site encompasses 10 acres. The school has 75 classrooms, as well as a theater, gymnasium, music building, wood shop, auto shop, library, multi-purpose room, multiple athletic fields and courts, and a newly renovated stadium and an all-weather track.

The majority of the campus is surrounded by permanent fencing. Only 1 pedestrian gate is unlocked during the school day. All other gates are locked during the school day. During the school day, staff members including two full-time campus monitors and three administrators provide campus supervision. A Safe School Officer is assigned to Center High School but is available to support other schools in the district as well.

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

Maintenance of School Buildings/Classrooms

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

Internal Security Procedures

Center High School has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Center High School. 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. Center High School employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse. If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system. Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

SECTION 3 PHYSICAL ENVIRONMENT GOALS

The Physical Environment

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

Objective #1:

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

Related Activities

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

Objective #2:

As a result of a variety of new and existing programs, we will have an approval rating of 75% or higher on the next Safety Survey (currently 52.8% parent, 28.8% student, 62% staff) on questions regarding students and staff feeling safe at school.

1) Related Activities

- School staff will have a more visible presence as they are monitoring student passing from their doorways during passing periods and are consistent about being at their assigned duty stations for before and after school supervision

- Coordinate with the district transportation department to monitor and supervise the bus drop-off and pick-up location at the south parking lot to facilitate safer traffic patterns for the buses.
- Cooperate with the district transportation department to address behavioral and safety issues with students who ride the district buses
- A Safe School Officer from the Twin Rivers Police Department will drive in his/her marked car along the roads neighboring the campus during dismissal each day.
- Personnel from the Twin Rivers Police Department will be invited to attend our major parent night events throughout the year (BTSN, Open House, sporting events, dances, etc.).

SECTION 4 DESCRIPTION OF SOCIAL ENVIRONMENT

Leadership at Center High School is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Center High School 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

Center High School teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies. The teachers at Center High School are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide a quality education for all pupils. Classrooms and teachers provide safe, orderly learning environments, enhance the experience of learning, and promote positive interactions amongst pupils 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 Center High School. 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, counselors, teachers 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 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:

As a staff, we will make decisions and use language that set 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 #2:

Culture of Mutual Respect

As a result of following policies and procedures and in an effort to maintain a positive attitude and environment, a culture of mutual respect between students, staff, and parents will be enhanced as evidenced by an approval rating of 75% or higher (currently parent- 51.3%, student- 51.7%, and staff- 50%) on staff, parent and student surveys.

- ☐ Review of school policies and procedures during appropriate staff meetings
- ☐ Administration to set a positive tone for the students and staff
- ☐ Administration will publicly recognize those continually meeting the goal of a positive attitude.

SECTION 6 DESCRIPTION OF SCHOOL CLIMATE

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2011-12 school year, 1340 students were enrolled at Center High School. Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), email, flyers, letters, parent conferences, progress reports, the school marquee, school newsletters, the school website, daily bulletins, and the "Blue and Gold" newspaper.

SECTION 7 SCHOOL CLIMATE GOALS

Objective #1:

Student Safety relating to Emergency Procedures

As a result of the following policies and procedures, the safety of all students and staff is of utmost importance and shall receive an approval rating of 75% or higher (currently parent- 52.8%, student- 28.8%, and staff- 72%) on parent and student surveys.

1) Related Activities

- ☐ Practice drills for fire and intruder on campus are held monthly.
- ☐ Specific emergency procedures are listed in this handbook and are 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.
 - Center High Schools Safety Committee meets yearly to amend or review the plan and make recommendations.
- ☐ Safety information is included in the parent handbook which is posted on Center High School's website.
- ☐ The staff is instructed to implement a lock down if there is any doubt regarding a stranger on campus.
- ☐ All adults must register in the office and wear an identification badge before going to classrooms or any other building or outdoor area on campus.
- ☐ 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.
- ☐ Graffiti, broken windows and any other damage found in the morning is reported immediately to the district's maintenance office.
- ☐ 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.
- ☐ The District's Volunteer Policy requires fingerprint clearance, TB test and Megan's Law database check.
- ☐ The District shares a partnership with Twin Rivers Police Dept. Officers assigned to Center High School.

Objective #2:

School Connectedness

As a result of the following policies and procedures, parents teachers, and community members will feel encouraged to participate in school activities and shall receive an approval rating of 90% or higher on staff, parent and student surveys.

Opportunities to Volunteer

- Chaperone Field Trips
- Chaperone School Dances
- Coaching Sports
- Fundraising Activities
- Tutoring

Committees

- Athletic Booster Clubs
- AVID Advisory Council
- District English Learner Advisory Council
- GATE Advisory Council
- Migrant Education Advisory Council
- School Site Council
- WASC Committee
- Cougar Boosters
- Advisory Council for Academies

School Activities

- Athletic Events
- Back to School Night
- Open House
- Recognition Assemblies
- Sports Events
- Spring Electives Fair
- Student Orientation
- Student Performances
- Student Recognition Assemblies
- Parent Forum Meeting

SECTION 8 SIGNATURE SHEET

Center High 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>Michael Jordan</u>	Principal	<u>Michael D. Jordan</u>
<u>Peter Graham</u>	Teacher	<u>Peter R. Graham</u>
<u>Kristine Hays</u>	Assistant Principal	<u>Kristine Hays</u>
<u>Shelly Shoenstien</u>	Student	<u>Shelly Schuster</u>
<u>Bonnie Schiro</u>	Computer Technician	<u>Bonnie Schiro</u>
<u>Amy Chaney</u>	SSC Parent	<u>Amy Chaney</u>
<u>Karen Matre</u>	School Secretary	<u>Karen Matre</u>

Appendix A

The California Child Abuse Reporting Law is found in Penal Code Sections 11165-11174.3. The following is only a partial description of the statute. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code (P.C.). Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means on a child. (P.C. 11165.6).**
- b. Child sexual abuse which includes sexual assault and sexual exploitation. Sexual assault includes sex acts with children, intentional masturbation in the presence of children and child molestation. Sexual exploitation includes preparing, selling or distributing pornographic materials involving children, performances involving obscene sexual conduct and child prostitution. (P.C. 11165.1).2**
- c. Willful cruelty or unjustified punishment, which includes inflicting or permitting unjustifiable physical pain or mental suffering, or the endangerment of the child's person or health. (P.C. 11165.3).**
"Mental suffering" in and of itself is not required to be reported. However, it may be reported. Penal Code 11166.05 states: "Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child or that his or her emotional well-being is endangered in any other way may report the known or suspected instance of child abuse or neglect to an agency specified in Section 11165.9". (The specified agencies include any police department, sheriff's department, county probation department if designated by the county to receive mandated reports, or the county welfare department.)
- d. Unlawful corporal punishment or injury, willfully inflicted, resulting in a traumatic condition. (P.C. 11165.4).**
- e. Neglect of a child, whether "severe" or "general," must also be reported if the perpetrator is a person responsible for the child's welfare. It includes acts or omissions harming or threatening to harm the child's health or welfare. (P.C. 11165.2).**
- f. Any of the above types of abuse or neglect occurring in out-of-home care (P.C. 11165.5). (For a discussion of newborns with a positive toxicology screen, or for information on child abuse in relation to domestic violence, see the "Questions Often Asked" section.)**

SUSPECTED CHILD ABUSE REPORT

CASE NAME:

CASE NUMBER:

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

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.

- 1. 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.**
- 2. 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**

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

FACULTY AND STAFF 2011/2012

Mike Jordan, Principal
Kristine Hays, Assistant Principal
Steve Jackson, Assistant Principal

Nadia Abdelmalek
Christine Allain
Marc Allaman
Molly Anderson
Walt Anderson
Tonia Beentjes
Linda Bender
Melinda Berry
Vernon Bisho
Dana Busath
Matt Chamberlain
Amy Chaney
Kristen Clements
Angela Clopton
Keith Collins
Leigh-Ann Converse
Anne Cowan
Cathy Cummings
Irene DeLeon
Linh Duong
Sherry Edgar
Deborah Eischens
Mark Espinoza
Deanna Frazee
Ray Gagnon
Ed Gaither
John Gallagher
Rebekah Garcia
Marcelina Golik
Joe Gomes
Vivian Gonsolin
Peter Graham
Gary Habedanck
Rich Hayes
Shirley Hayes

Phyllis Hicks
Wendy Hollis
Curtis Hunter
Digol J'Beily
Tori Karakas
Emily Kelly
Judy Ketcherside
Ben Klatt
Kari Knutson
Jin Lee
Sylvia Leger
Jeff Leino
Yvonne Lewis
Tim Liegerot
Mark Loftus
Rebecca Lukes
Karen Matré
Elizabeth McCloskey
Rob McInnes
Harvey McLeod
Rose Mendoza
Lisa Miller
Tom Miller
Julie Mullen
Holland Myers
Prem Nath
Ann Neal
Patricia Norem
Janine Orr
Shawna Pacheco
Michael Palmer
Janet Paluch
Alex Perez
Ana Perez
Emma Pitman

Janet Pollard-Hjelden
Jane Purdy
Susan Radi-Blatnick
Soledad Ramirez
Tim Ridge
Marie Robb
Anatoliy Rub
Bianca Ryan
Bonnie Schiro
Linda Schroyer
Irina Sedykh
Jennifer Shaffer
Edmund Simental
Linda Simms
Amanda Simons
Lucas Smpardos
Danielle Stout
Robert Strayer
Kathy Summers
Sheryl Sumner
Joaquin Tongol
Manuel Torres
Mathew Tozzi
Guylene Tree
Julie Walker
Sandy Weaver
Joe Whalen
Phyllis Wharton
Larry White
Shirley White
Jennifer Wilson
Jennifer Winborne
Heather Woods
Michael Wright
Tanya Zacccone

Appendix H

Staff's Classroom Telephone Numbers 2011-2012

Certificated Staff	ROOM
<u>Allain, Christine</u>	
<u>Allaman, Marc</u>	
<u>Anderson, Molly</u>	
<u>Anderson, Walt</u>	
<u>Beentjes, Tonia</u>	
<u>Bisho, Vernon</u>	
<u>Chamberlin, Matt</u>	
<u>Chaney, Amy</u>	
<u>Clements, Kristen</u>	
<u>Collins, Keith</u>	
<u>Cowan, Anne</u>	
<u>Converse, Leigh-Ann</u>	
<u>Cummings, Cathy</u>	
<u>Edgar, Sherry</u>	
<u>Frazee, Deanna</u>	
<u>Gagnon, Ray</u>	
<u>Gallagher, John</u>	
<u>Gomes, Joe</u>	
<u>Graham, Peter</u>	
<u>Habedanck, Gary</u>	
<u>Hayes, Rich</u>	
<u>Higgins, Douglas</u>	
<u>Hunter, Curtis</u>	
<u>J'Beily, Digol</u>	
<u>Klatt, Ben</u>	
<u>Leino, Jeff</u>	
<u>Liegerot, Tim</u>	
<u>Loftus, Mark</u>	
<u>McInnes, Rob</u>	
<u>McLeod, Harvey</u>	
<u>Miller, L</u>	
<u>Miller, Tom</u>	
<u>Myers, Holland</u>	
<u>Orr, Janine</u>	
<u>Palmer, Michael</u>	
<u>Paluch, Janet</u>	
<u>Perez, Alex</u>	
<u>Purdy, Jane</u>	
<u>Radi, Susan</u>	
<u>Ramirez, Soledad</u>	
<u>Ridge, Tim</u>	
<u>Robb, Marie</u>	
<u>Schroyer, Linda</u>	
<u>Shaffer, Jennifer</u>	
<u>Stout, Danielle</u>	
<u>Strayer, Robert</u>	
<u>Summers, Kathy</u>	

<u>Sumner, Sheryl</u>
<u>Tozzi, Mathew</u>
<u>Tree, Guylene</u>
<u>Weaver, Sandy</u>
<u>White, Larry</u>
<u>White, Shirley</u>
<u>Wilson, Jennifer</u>
<u>Winborne, Jennifer</u>
<u>Woods, Heather</u>
<u>Wright, Michael</u>
<u>Zaccone, Tanya</u>

Appendix I
Utility Shut-Off Map

Appendix K

Off-site Evacuation Map

Appendix J

Site Evacuation Map

Appendix L

EOC Message Form

Date:

Time:

ROUTINE

Priority (Circle One)

EMERGENCY

URGENT

(Life Threatened)

(Property Threatened)

(All Others)

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

Check One:

☐ Take Action

☐ For Information

☐ Other

Category

Number

Description

A.

Fatalities

B.

_____ Minor

Injuries

Minor: In need of First Aid attention only

_____ Major

Major: Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

_____ Moderate

Moderate: Burns, major multiple fractures, back injuries with or without spinal cord damage.

C.

_____ of Injured

Injuries (Ambulance)

D.

Circle One:

Property Damages

Major

Major damage: building collapse, building leaning, major ground movement causing large cracks in ground.

Moderate

Moderate damage: Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).

Minor

Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.

E.

_____ Ambulance

Resources Needed

_____ PG & E

_____ Other

Other: Describe

Transmit data only, A – E above, in 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.

Additional Information:

Disposition:

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: McClellan High School

Date: January 25, 2012

To: Board of Trustees

From: David DeArcos, Principal

Action Item X

Information Item

Attached Pages 91

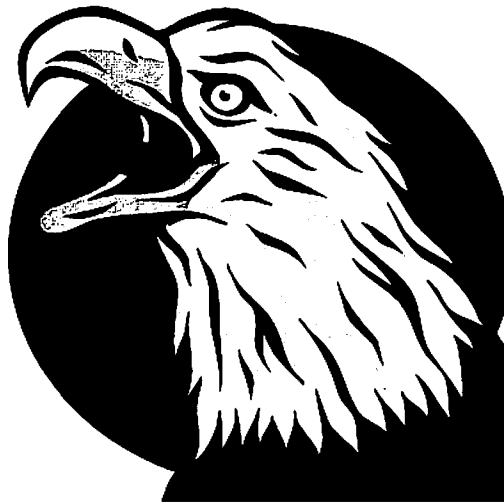
Principal's Initials: DD

SUBJECT:

McClellan High School is submitting its Safety Plan for the 2011-2012 school year for board approval.

CONSENT AGENDA

McClellan High 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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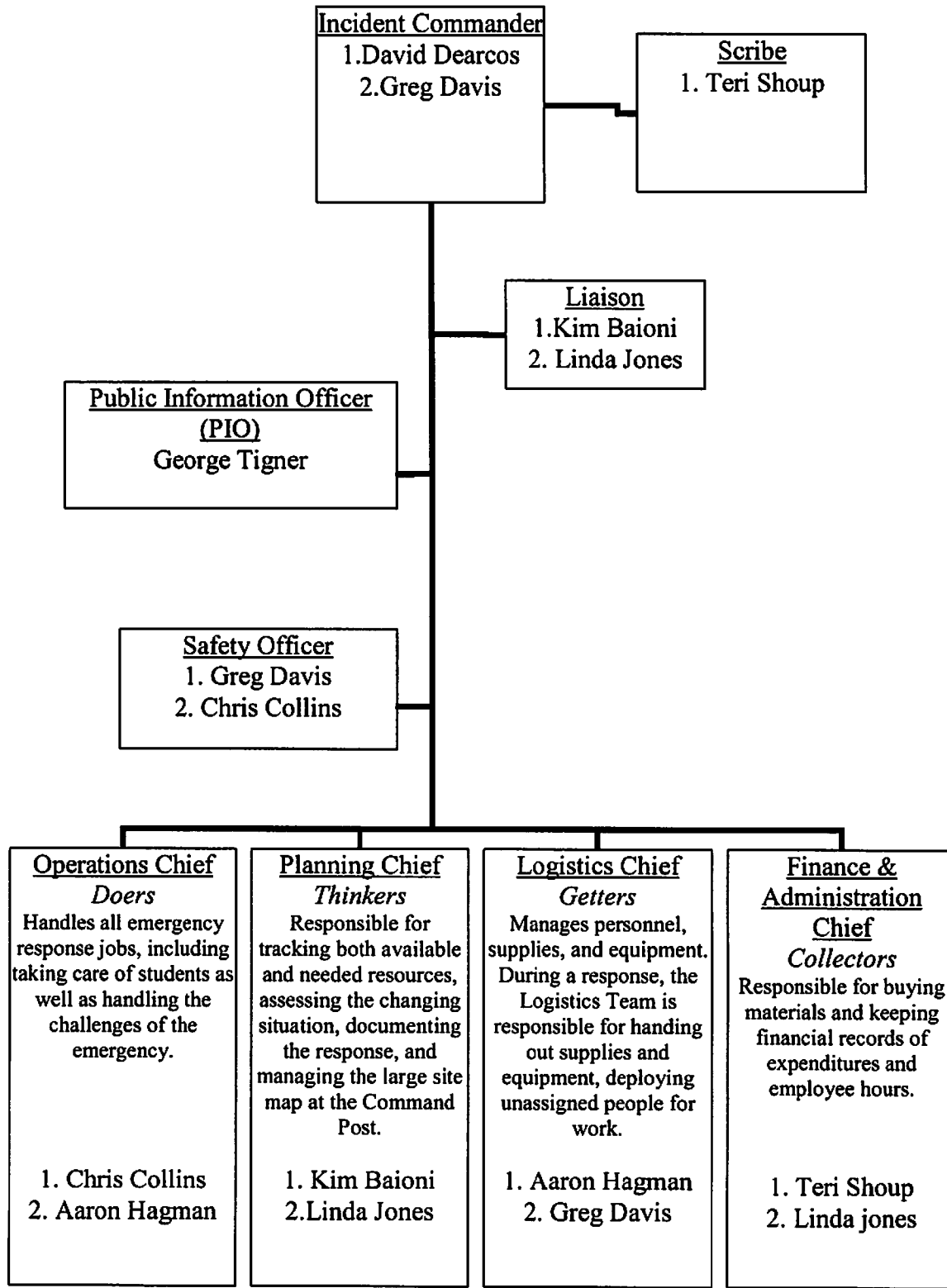
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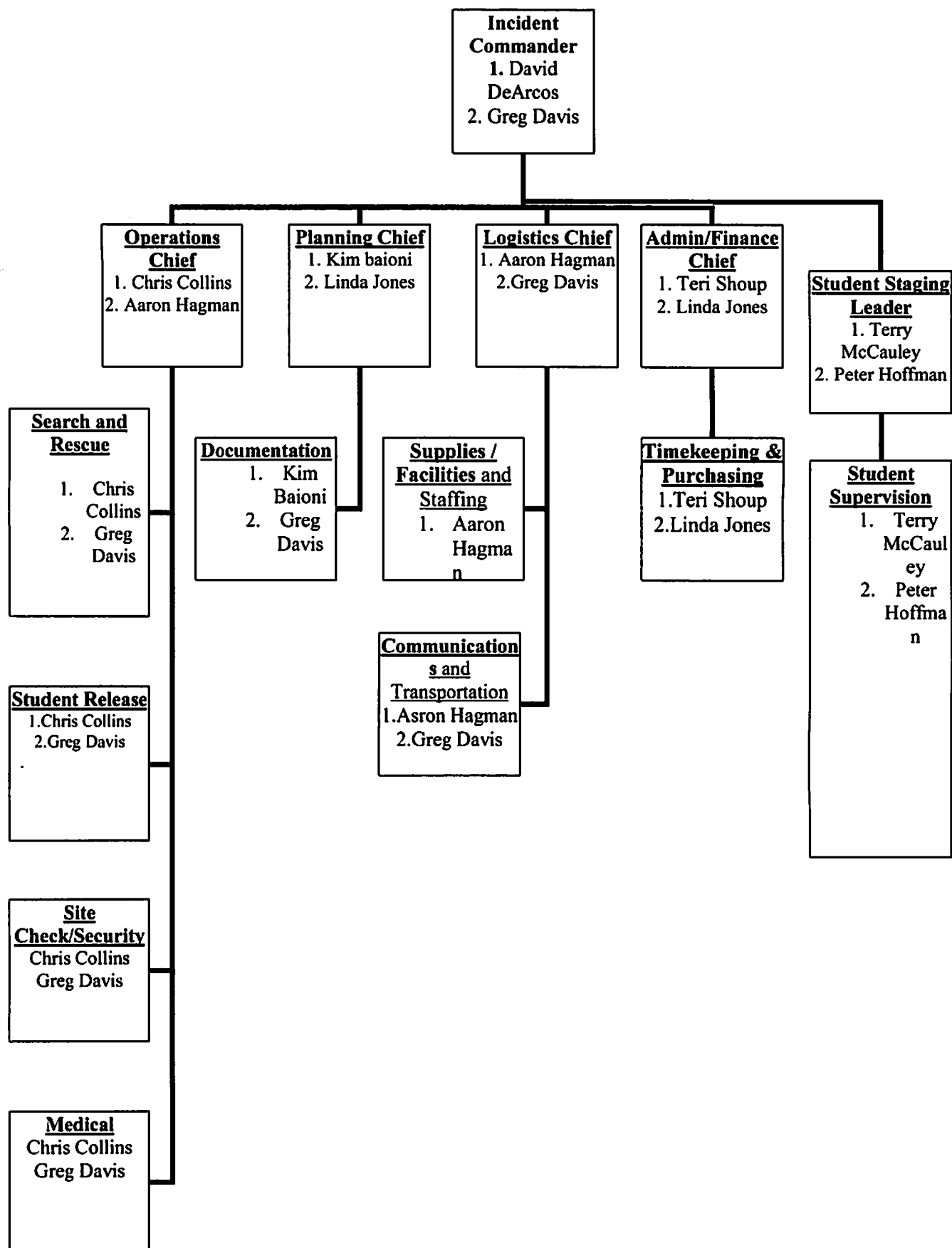
PART 1 CRISIS MANAGEMENT

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.

{Enter School Name} School Incident Command System





Incident Command Descriptions

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

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

Admin/Finance Chief

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

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

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

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

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

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

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

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

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

Liaison: The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 2 STAGING AREAS

Indoor Command Post:

1. Office
2. Room 7

Outdoor Command Post:

1. Picnic Tables outside Multipurpose
2. Lower parking lot near weight room

Triage Area: Multipurpose

Parent Reunification Area: South parking lot

Bus Staging Area: North Parking lot

Media Staging Area: Middle parking lot

Off-Site Evacuation Location: [REDACTED]

Directions: (From McClellan High School) [REDACTED]
[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 {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

**Include location, contact information,
and directions here.**

SECTION 7. RESOURCES

Staff Special Skills

Staff Emergency Information

Staff Member

Pre School	Phone Number	Health Concerns	Special Skills
Mary Franklin			
High School			
David DeArcos			
Teri Shoup			
Linda Jones			
Terry McCauley			

[illegible]

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
- Facilities and Operations
 - 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 – {Insert date}
- CPR Training – {Insert date}
- Mandated Child Abuse Reporter Training – {Insert date}
- Triage Training – {Insert date}

PART 2 CRISIS READINESS

SECTION 1 ACTIVITY IN THE VICINITY

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

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

SECTION 2 BOMB THREAT

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

Bomb Threat Procedures

I. Office Personnel

- a. If the threat is made by any means other than telephone, immediately notify an administrator.
- b. If the threat is made by telephone, the person receiving the call is to do the following:
 - i. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
 - ii. Ask the caller three questions, in this order:
 1. When is the bomb going to explode? (The caller may or may not respond to this question. If the threat is real, chances are he/she will say something. If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.)
 2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.)
 3. Why are you doing this? Where are you now? (The caller's answer to these questions will give you a clue as to whether or not it is a real threat. If he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to him by asking something like, "Do you want money?" Let the caller provide the reason.)
 - iii. Note the time the call was received and immediately notify the principal or designee.
- c. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

II. Administration

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

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

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

III. Teachers

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

IV. Custodians, Cooks, and other Classified Employees

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

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

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

Exact time of call: _____

Exact words of caller:

Questions to Ask

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

Caller's Voice (Circle):

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

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases_____

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

Background Noises (Circle):

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

Additional Information:

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

B. What line did the call come in on?_____

C. Is the number listed? Private number? Whose?

D. Person Receiving Call_____

E. Telephone number the call was received at_____

F. Date_____

G. Report call immediately to:_____
(Refer to bomb incident plan)

Signature_____ Date_____

THREATENING PHONE CALL FORM

Time call was received_____ Time caller hung up_____

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

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

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

Person receiving the call

Person monitoring the call

Department_____

Department_____

Dept Phone No. _____

Dept. Phone No. _____

Home Address_____

Home Address_____

Date: _____

SECTION 3 BUS ACCIDENT

Field Trip Preparedness for Staff Members

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

SECTION 4 CHEMICALS/BIOHAZARD/GAS ODOR

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

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

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

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

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

SECTION 5 DEATH/SUICIDE

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

Principal or designee shall:

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

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

SECTION 6 EARTHQUAKE

During the Quake

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

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

After the Quake

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

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
 - Open all windows and doors.
 - Turn off the main gas valve at the meter.
 - Leave the building immediately.
 - Notify the gas company, police, and fire departments.
 - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "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 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:
 - 1.The child begins to breathe on his/her own.
 - 2.The child has no pulse (begin CPR).
 - 3.Another trained rescuer takes over for you.
 - 4.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

McClellan High School Mission Statement

The mission of McClellan High School is to provide an environment for students to develop:

**Integrity
Responsibility
Respect**

SECTION 2 DESCRIPTION OF PHYSICAL ENVIRONMENT

McClellan High School is located in the northern region of Antelope at the north end of Sacramento County. The campus experiences mild to moderate vandalism during the evening hours; however, the frequency of occurrences has lessened within the past year. The immediate area around the school includes single family dwellings and vacant land.

The school site encompasses approximately 10 acres. The campus is made up of mainly permanent structures and one re-locatable. The office faces the parking lot which is across the walk way from the multi-purpose room. The re-locatable houses the schools weight room which is at the south end of our campus. These buildings are fenced off after hours. There is grass and asphalt that includes a baseball back stop, basketball and volleyball courts. McClellan High School is an open campus, not enclosed by gates.

During the school day, staff members and administrators provide campus supervision. The entire blacktop is easily seen if standing outside facing west. A safe schools officer is available if needed.

It shall be the practice of McClellan High School and Center Joint Unified School District to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed. McClellan High School serves students in grades ten through twelve following a modified traditional calendar. Students receive a standards-based, challenging curriculum presented by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. McClellan has an approximate enrollment of 100 students.

SECTION 3 PHYSICAL ENVIRONMENT GOALS

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: As a result of our Safe Schools Survey, the physical environment of McClellan High School will be free of hazards. Our next Safe Schools Survey will reflect a rating of 80% or better as it relates to McClellan High School having a safe environment.

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: As a result of our Safe Schools Survey, the campus will be evaluated for security concerns before, during and after school. On our next Safe Schools Survey will reflect a rating of 80% or better as it relates to Students feeling safe while at McClellan High School.

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

The staff members will be alert for any intruders on campus.

Objective #3: As a result of our Safe Schools Survey, the campus of McClellan High School will use strategies to provide a safe campus before, during and after school.

Staff members will be assigned before and after school duties to ensure adult supervision of all areas of the campus.

SECTION 6 DESCRIPTION OF SCHOOL CLIMATE

McClellan High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. McClellan High School serves students in grades ten through twelve following a modified traditional calendar. Students receive a standards-based, challenging curriculum presented by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. McClellan has an approximate enrollment of 100 students. We are excited about our school and welcome all to join in our efforts to create successful, responsible graduates.

SECTION 7 SCHOOL CLIMATE GOALS

The School Climate

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

Objective #1: Establish a caring environment to promote a sense of belonging by students.

As a result of our Safe Schools Survey, new and existing programs will provide students with the opportunities to develop a sense of belonging. Our next Safe Schools survey will reflect an approval rating of 80% or better as it relates to students' sense of belonging.

Related Activities:

- Leadership
- Cafeteria Workers
- Intramurals
- Student Recognition
- Student run assemblies
- Basketball team

Objective #2: Provide clear, consistent, rules and expectations.

As a result of our Safe Schools Survey, students will receive clear, consistent, realistic rules and expectations. Our next Safe Schools Survey will reflect an approval rating of 80% or better as it relates to clear, consistent, realistic rules and expectations.

Related Activities:

- School handbooks are sent home at the beginning of the school year stating all the school rules and expectations at McClellan High School.
- Information is provided to parents via back to school nights, phone calls, emails, SST's, parent conferences and the school website.
- Teachers and staff members frequently review rules and expectations with students.
- Copies of classroom management strategies are provided.
Copies of classroom management strategies are provided

Objective #3: As a result of our Safe Schools Survey, the focus will be placed on establishing a tone of high moral standards, positive messages and high expectations of everyone at school. Our next Safe Schools survey will reflect an approval rating of 80% or better as it relates to high morals, positive messages and high expectations of everyone at McClellan High School.

- Staff members will demonstrate high morals and have high expectations for students and themselves.
- Staff will give praise to students for modeling the high morals and high expectations of McClellan high School.




SECTION 8 SIGNATURE SHEET

McClellan High 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
<u>David DeArcos</u>	Principal
<u>Greg Davis</u>	Teacher
<u>Kim Baioni</u>	Teacher

Signature
<u></u>
<u></u>
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Appendix A

(Insert Child Abuse Reporting Law Here)

THOSE MANDATED TO REPORT

If your profession is one that falls in the category of a mandated reporter, you are required to report suspected abuse to local child protective authorities. Penal Code 11165.7 currently specifies the following categories as mandated child abuse reporters :

1. Teacher
2. An instructional aide
3. A teacher's aide or teacher's assistant
4. A classified employee of any public school
5. An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee
6. An administrator of a public or private day camp
7. An administrator or employee of a public or private youth center, youth recreation program or youth organization
8. An administrator or employee of a public or private children's organization
9. Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis
10. A licensee, an administrator, or an employee of a licensed community care or child day care facility
11. A headstart teacher
12. A licensing worker or licensing evaluator employed by a licensing agency
13. A public assistance worker
14. An employee of a child care institution
15. A social worker, probation officer, or parole officer
16. An employee of a school district, police or security department
17. Any person who is an administrator or presenter of, or a counselor, in a child abuse prevention program in any public or private school
18. A district attorney investigator, inspector, or family support officer
19. A peace officer
20. A firefighter, except for volunteer firefighters
21. A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor (marriage and family therapist), clinical social worker
22. Any emergency medical technician I or II, paramedic
23. A psychological assistant
24. A marriage, family and child therapist trainee
25. An unlicensed marriage, family, and child therapist intern
26. A state or county public health employee
27. A coroner
28. A medical examiner, or any other person who performs autopsies
29. A commercial film or photographic print processor
30. A child visitation monitor
31. An animal control officer or humane society officer
32. A clergy member
33. Any employee of the police department, county sheriff's department, county probation department, or county welfare department
34. An employee or volunteer of a Court Appointed Special Advocates program
35. An employee or volunteer of a Court Appointed Special Advocates program
36. A custodial officer as defined in PC 831.5
37. In-home support workers etc. who provide services to minors

MANDATED REPORTING OF SUSPECTED ABUSE IN CALIFORNIA SIMPLIFIED

	DOMESTIC VIOLENCE Penal Code 11160-11163.5	CHILD ABUSE & NEGLECT Penal Code 11165-11174.3	CHILD ABUSE — UNLAWFUL SEXUAL INTERCOURSE Penal Code 261.5 (definition) Penal Code 11165-11174.3	DEPENDENT ADULT/ ELDER ABUSE Welfare and Institutions Code 15600-15657.3
WHO MUST REPORT?	Health practitioners employed in a health facility, clinic, physician's office, local or state public health department, or a clinic or other type of facility operated by a local or state public health department	Penal Code 11165.7 currently specifies thirty-five categories as mandated child abuse reporters. For a list of those categories please see the reverse side of this document	Child care custodians, health practitioners, child protective agency personnel, child visitation monitors, firefighters, animal control officers or humane society officers, commercial film and photographic processors and clergy	Any person who has care or custody of an elder or dependent adult, including administrators, supervisors, and any licensed staff of a public or private facility, or any elder or dependent adult care custodian, health practitioner, or employee of a county adult protective services agency or a local law enforcement agency
WHAT GETS REPORTED?	Any wound inflicted by a firearm or suspected to be the result of assaultive or abusive conduct	Suspected child abuse or neglect which includes physical, sexual, and emotional	<ul style="list-style-type: none"> • sexual activity of person under 14 with older person • sexual intercourse of person under 16 with person 21 • when victim is 14 or 15 & offender is at least 10 years older • any oral copulation, sodomy, or sexual penetration where one or both parties is under 18 	An incident (observed first hand or disclosed by elder or dependent adult, or by others) that reasonably appears to be physical abuse, abandonment, isolation, financial abuse, or neglect
TO WHOM IS THE REPORT SENT?	Local law enforcement	County welfare agency, probation, or a police or sheriff's department, not including a school district police or security department	County welfare agency, probation, or a police or sheriff's department	Local law enforcement
WHAT IS THE TIME FRAME FOR REPORTING?	1. Report by telephone immediately 2. Written report within two working days	1. Report by telephone immediately 2. Written report within 36 hours	1. Report by telephone immediately 2. Written report within 36 hours	1. Report by telephone immediately 2. Written report within two working days



California

CHILD ABUSE & NEGLECT

Reporting Law

Condensed Version

2007

Crime and Violence Prevention Center
California Attorney General's Office



California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines "mandated reporters" as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher's aide or a teacher's assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
 - 20) A firefighter, **except for volunteer firefighters**.
 - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
 - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
 - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
 - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
 - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
 - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
 - 27) A coroner.
 - 28) A medical examiner, or any other person who performs autopsies.
 - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
 - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
 - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
 - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
 - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
 - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
 - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
 - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
 - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)**
Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." **(P.C. 11165.6)**
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation.
"Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." **(P.C. 11166 (a))**

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." **(P.C. 11166 (a)(1))** Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Web site at www.ag.ca.gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. **(P.C. 11165.9)**

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. **(P.C. 11166 (f))**

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. **(P.C. 11166 (h))**

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. **(P.C. 11172 (a))** And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. **(P.C. 11172 (c))**

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. **(P.C. 11172 (a))**

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. **(P.C. 11166 (i)(1))**

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. **(P.C. 11166.01(a))** If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01(b))**

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. **(P.C. 11167 (d)(1))**

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. **(P.C. 11172 (a))**

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. **(P.C. 11166 (d)(1))**

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. **(P.C. 11166 (c))** If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01 (b))** He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. **(P.C. 11166 (c))** Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. **(P.C. 11166.5 (a))**

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. **(P.C. 11166.5 (a))**

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. **(P.C. 11165.7 (c))** The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. **(P.C. 11165.7 (e))**

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. **(P.C. 11166.5 (e))**

Feedback to Mandated Reporters

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. **(P.C. 11170 (b)(2))**

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center
California Attorney General's Office
1300 I St., Suite 1120
(916) 324-7863
www.safestate.org

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 _____	
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	
C. REPORT SENT TO	
AGENCY _____	ADDRESS _____
OFFICIAL CONTACTED _____	PHONE _____ () DATE/TIME _____
NAME (LAST, FIRST, MIDDLE) _____	ADDRESS _____
PRESENT LOCATION OF CHILD _____	
NAME _____ BIRTHDATE _____ SEX _____ RACE _____ NAME _____ 1. _____ 4. _____ 2. _____ 5. _____ 3. _____ 6. _____	
D. INVOLVED PARTIES	
PARENTS	
NAME (LAST, FIRST, MIDDLE) _____	BIRTHDATE _____ SEX _____ RACE _____ NAME (LAST, FIRST, MIDDLE) _____
ADDRESS _____	ADDRESS _____
HOME PHONE _____ ()	BUSINESS PHONE _____ ()
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: _____	
E. INCIDENT INFORMATION	

SS 8572 (Rev. 1/83)

INSTRUCTIONS AND DISTRIBUTION ON REVERSE

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

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

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 missed assignments. 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

(Insert Staff List Here)

Staff Member

David DeArcos- Principal
Mary Franklin- Pre School
Kim Baioni- Teacher
Gerry Kuehner- IS Teacher
Chris Collins- Teacher
Aaron Hagman- Teacher
Peter Hoffman- Campus Monitor
Linda Jones- Attendance
Terry McCauley- Custodian
Teri Shoup- Secretary

Appendix H

(Insert Staff's Classroom Telephone Numbers Here)

McClellan High School Phones

440	Main Office	3 phones
	Office counter phone	1 phone
441	Main Office	same phones
442	Room 11	1 phone
445	Principal's line	same phones
443	V.P./Counselor's office	1 phone
444	Room 3	1 phone
	Room 4	1 phone
	Room 5	1 phone
	Room 6	1 phone
	Science room	1 phone
446	Preschool, Room 0	1 phone
	Preschool, Room 1	1 phone
448	Room 2	1 phone
	Room 7	1 phone
	Room 9	1 phone
	Room 10	1 phone
	Room 8	2 phones
	Room 12	1 phone
	Nurse's Office	1 phone
449	Portable	1 phone
	Room 2	same phone as 448
<u>535</u>	<u>FAX phone/Main Office</u>	<u>1 phone</u>

23 phone sets

447 Room 8

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 Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Business Department

Date: 01/30/2012

Action Item

To: Board of Trustees

Information Item

From: Jeanne Bess

Attached Page1

Principal's Initials: _____

SUBJECT:

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

The Governing board is asked to approve the attached payroll Orders for July 2011 through January 2012.

RECOMMENDATION: That the CJUSD Board of Trustees approve the District Payroll Orders for July 2011 through January 2012.

CONSENT AGENDA

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

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 919,793.88			\$ 919,793.88	191
AUG	\$ 2,152,467.80			\$ 2,152,467.80	492
SEPT	\$ 2,239,586.14			\$ 2,239,586.14	569
OCT	\$ 2,254,927.69			\$ 2,254,927.69	588
NOV	\$ 2,244,104.31			\$ 2,244,104.31	584
DEC	\$ 639,442.61			\$ 639,442.61	346
3-Jan	\$ 1,613,474.46			\$ 1,613,474.46	250
JAN	\$ 2,206,119.40			\$ 2,206,119.40	578
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 14,269,916.29	\$ -	\$ -	\$ 14,269,916.29	3598
------------------	------	------	------------------	------

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: January, 2012

Action Item

To: Board of Trustees

Information Item

From: Jeanne Bess

Attached Pages 57

SUBJECT: Supplemental Agenda – Commercial Warrant Registers

January 5, 2012, 220,836.39, January 12, 2012, 200,209.60, January 19, 2012, January 26, 2012.

The commercial warrant payments to vendors totals
\$ 868,231.54

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

CONSENT AGENDA

XIV-11

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST

J3123 APY500

H.02.05 01/05/12 PAGE

0

Batch status: A All

From batch: 0038

To batch: 0038

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 01 GENERAL FUND

J3123 APY500 H.02.05 01/05/12 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				

014863/00	ACADEMY BUSINESS SERVICES						
493 PO-120435	01/06/2012	DEC	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,239.08	2,239.08
			TOTAL PAYMENT AMOUNT	2,239.08 *			2,239.08
010002/00	ALDAR ACADEMY						
1180 PO-121003	01/06/2012	DEC	1 01-6500-0-5800-102-5750-1180-003-000 NN P			1,703.04	1,703.04
			TOTAL PAYMENT AMOUNT	1,703.04 *			1,703.04
010669/00	ALHAMBRA & SIERRA SPRINGS						
115 PO-120076	01/06/2011	4781257 12211	1 01-7230-0-4300-112-0000-3600-007-000 NN P			58.28	58.28
10 PO-120151	01/06/2012	4782453 122211	1 01-8150-0-4300-106-0000-8110-007-000 NN P			73.77	73.77
248 PO-120230	01/06/2012	4780794 122211	1 01-0000-0-4300-103-0000-7200-003-000 NN P			41.29	41.29
466 PO-120410	01/06/2012	4780818	1 01-0000-0-4300-105-0000-7200-005-000 NN P			20.88	20.88
618 PO-120533	01/06/2012	4781839 112411	1 01-0000-0-4300-475-3200-2700-015-000 NN P			34.80	34.80
			TOTAL PAYMENT AMOUNT	229.02 *			229.02
013985/00	ALL DIESEL ELECTRIC INC.						
1088 PO-120931	01/06/2012	7647	1 01-7230-0-4300-112-0000-3600-007-000 NN P			297.39	297.39
			TOTAL PAYMENT AMOUNT	297.39 *			297.39
021763/00	ALL STAR RENTS						
11 PO-120152	01/06/2012	280063	1 01-8150-0-5600-106-0000-8110-007-000 NN P			504.74	504.74
			TOTAL PAYMENT AMOUNT	504.74 *			504.74
011617/00	AMADOR STAGE LINES						
1451 PO-121219	01/06/2012	CHARTER 33250	1 01-7220-0-5810-472-9616-1050-000-000 NN F			2,283.65	2,283.65
			TOTAL PAYMENT AMOUNT	2,283.65 *			2,283.65
019769/00	AMERICAN EXPRESS						
1361 PO-121137	01/06/2012	0-03000	1 01-0000-0-5200-120-0000-7110-001-000 NN F			383.40	383.40
1491 PO-121255	01/06/2012	0-03000	1 01-0000-0-5200-120-0000-7110-001-000 NN F			810.63	810.63
			TOTAL PAYMENT AMOUNT	1,194.03 *			1,194.03

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 01 GENERAL FUND

J3123 APY500 H.02.05 01/05/12 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				
021097/00	ASSOCIATED VALUATION SERVICES						
260 PO-120235	01/06/2012	3624	1 01-0000-0-5800-105-0000-7200-005-000 NN P			570.30	570.30
TOTAL PAYMENT AMOUNT						570.30 *	570.30
010400/00	AT&T						
14 PO-120154	01/06/2012	248 134-8100 8413	1 01-0000-0-5902-106-0000-8110-007-000 NN P			7.82	7.82
TOTAL PAYMENT AMOUNT						7.82 *	7.82
018533/00	ATKINSON ANDELSON LOYA RUUD						
729 PO-120636	01/06/2012	394467	1 01-0000-0-5804-105-0000-7200-005-000 NE P			770.42	770.42
1240 PO-121016	01/06/2012	OCT 395028	1 01-0000-0-4200-110-0000-7200-004-000 NE F			307.72	289.45
TOTAL PAYMENT AMOUNT						1,059.87 *	1,059.87
021604/00	ATLAS DISPOSAL INDUSTRIES						
13 PO-120153	01/06/2012	418865	1 01-0000-0-5550-106-0000-8110-007-000 NN P			403.60	403.60
13 PO-120153	01/06/2012	418866	1 01-0000-0-5550-106-0000-8110-007-000 NN P			100.22	100.22
13 PO-120153	01/06/2012	418864	1 01-0000-0-5550-106-0000-8110-007-000 NN P			652.90	652.90
13 PO-120153	01/06/2012	418870	1 01-0000-0-5550-106-0000-8110-007-000 NN P			125.50	125.50
13 PO-120153	01/06/2012	418867	1 01-0000-0-5550-106-0000-8110-007-000 NN P			125.12	125.12
13 PO-120153	01/06/2012	418868	1 01-0000-0-5550-106-0000-8110-007-000 NN P			194.27	194.27
13 PO-120153	01/06/2012	418869	1 01-0000-0-5550-106-0000-8110-007-000 NN P			246.15	246.15
13 PO-120153	01/06/2012	418863	1 01-0000-0-5550-106-0000-8110-007-000 NN P			280.73	280.73
13 PO-120153	01/06/2012	418362	1 01-0000-0-5550-106-0000-8110-007-000 NN P			82.61	82.61
TOTAL PAYMENT AMOUNT						2,211.10 *	2,211.10
010142/00	AWARDS BY KAY						
1359 PO-121133	01/06/2012	20758	1 01-0000-0-5800-120-0000-7110-001-000 NN F			48.49	48.49
TOTAL PAYMENT AMOUNT						48.49 *	48.49
019075/00	BRIGHT FUTURES THERAPY						
1423 PO-121187	01/06/2012	2067	1 01-6500-0-5800-102-5750-1180-003-000 NN P			6,720.00	6,720.00
TOTAL PAYMENT AMOUNT						6,720.00 *	6,720.00

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 01 GENERAL FUND

J3123 APY500 H.02.05 01/05/12 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 DEF T9MP				
021678/00	CAPITOL ACADEMY						
670 PO-120585	01/06/2012	DEC 11	1 01-6500-0-5800-102-5750-1180-003-000 NN P			5,971.00	5,971.00
TOTAL PAYMENT AMOUNT			5,971.00 *				5,971.00
010408/00	CAPITOL CITY PROPANE INC						
1486 PO-121250	01/06/2012	29380	1 01-8150-0-4300-106-0000-8110-007-000 NN F			435.95	435.95
TOTAL PAYMENT AMOUNT			435.95 *				435.95
020305/00	CDW GOVERNMENT INC.						
1383 PO-121166	01/06/2012	C 288580	1 01-3010-0-4300-371-1110-1000-012-000 NN P			862.61	862.61
1383 PO-121166	01/06/2012	C 116217	1 01-3010-0-4300-371-1110-1000-012-000 NN F			803.45	795.72
TOTAL PAYMENT AMOUNT			1,658.33 *				1,658.33
010407/00	CENTER UNIFIED REVOLVING FUND 0000000000						
1481 PO-121237	01/06/2012	4045 CABALLO BLUNCO	1 01-7230-0-4300-112-0000-3600-007-777 NN F			753.00	753.00
1485 PO-121243	01/06/2012	4046	1 01-0000-0-9200-000-0000-0000-000-000 NN F			355.33	355.33
TOTAL PAYMENT AMOUNT			1,108.33 *				1,108.33
015699/00	CLARK SECURITY PRODUCTS						
29 PO-120159	01/06/2012	SA07702301	1 01-8150-0-4300-106-0000-8110-007-000 NN P			15.27	15.27
TOTAL PAYMENT AMOUNT			15.27 *				15.27
016320/00	COLLIER, ALYSON						
1411 PO-121205	01/06/2012	REIMB	1 01-5640-0-5800-103-0000-3140-003-000 NN F			200.00	200.00
TOTAL PAYMENT AMOUNT			200.00 *				200.00
010236/00	CREATIVE BUS SALES						
1312 PO-121104	01/06/2012	C5005613/5006808	1 01-7230-0-4300-112-0000-3600-007-000 NN P			73.23	73.23
1312 PO-121104	01/06/2012	5008717	1 01-7230-0-4300-112-0000-3600-007-000 NN P			187.70	187.70
TOTAL PAYMENT AMOUNT			260.93 *				260.93

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 01 GENERAL FUND

J3123 APY500 H.02.05 01/05/12 PAGE 4
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP
015718/00	CUSTOM BENEFIT ADMINISTRATORS						
PV-121040	01/06/2012	JAN REISSUE					
			01-0000-0-9552-000-0000-0000-000	NN			
		TOTAL PAYMENT AMOUNT		1,540.92 *			1,540.92
014521/00	DUNCAN, TINA						
1452 PO-121220	01/06/2012	REIMB					
			1 01-6250-0-4300-601-0000-3110-017-000	NN F			
		TOTAL PAYMENT AMOUNT		11.93 *		11.93	11.93
018277/00	EASTER SEAL SOCIETY OF CA. INC						
491 PO-120433	01/06/2012	NOV 11					
			1 01-6500-0-5800-102-5750-1180-003-000	NN P			
		TOTAL PAYMENT AMOUNT		1,039.50 *		1,039.50	1,039.50
010336/00	ECOTECH PEST MANAGEMENT INC						
37 PO-120160	01/06/2012	INV 725					
			1 01-0000-0-5500-106-0000-8110-007-000	NN P			
		TOTAL PAYMENT AMOUNT		787.00 *		787.00	787.00
011132/00	FEDEX						
306 PO-120283	01/06/2012	7-728-65636					
			1 01-0000-0-5901-105-0000-7200-005-000	NN P			
		TOTAL PAYMENT AMOUNT		38.42 *		38.42	38.42
017681/00	GEARY PACIFIC SUPPLY						
41 PO-120162	01/06/2012	2485066/2486860					
			1 01-8150-0-4300-106-0000-8110-007-000	NN P			
		TOTAL PAYMENT AMOUNT		1,841.24 *		1,841.24	1,841.24
017718/00	GUIDING HANDS INC.						
888 PO-120755	01/06/2012	DEC D12021					
			1 01-6500-0-5800-102-5750-1180-003-000	NN P			
		TOTAL PAYMENT AMOUNT		1,780.02 *		1,780.02	1,780.02
015636/00	HASTIE'S SAND AND GRAVEL						
1487 PO-121251	01/06/2012	107130					
			1 01-0000-0-4300-106-0000-8110-007-000	NN F			
		TOTAL PAYMENT AMOUNT		3,146.30 *		3,146.30	3,146.30

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 01 GENERAL FUND

J3123 APY500 H.02.05 01/05/12 PAGE 5
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
021609/00	HIMENES, ALAN							
51 PO-120040	01/06/2012	DEC MILEAGE		1	01-0000-0-5210-106-0000-8300-007-000	NN P	19.80	19.80
TOTAL PAYMENT AMOUNT							19.80 *	19.80
019047/00	HM RECEIVABLES CO LLC							
1322 PO-121112	01/06/2012	947895108		1	01-0054-0-4300-240-1110-1000-011-000	NN P	2,494.74	2,494.74
1322 PO-121112	01/06/2012	947965418		1	01-0054-0-4300-240-1110-1000-011-000	NN F	1,264.23	1,264.23
TOTAL PAYMENT AMOUNT							3,758.97 *	3,758.97
021775/00	HOME DEPOT SUPPLY							
643 PO-120547	01/06/2012	9112234415		1	01-8150-0-4300-106-0000-8110-007-000	NN P	80.49	80.49
643 PO-120547	01/06/2012	9112384082		1	01-8150-0-4300-106-0000-8110-007-000	NN P	47.40	47.40
643 PO-120547	01/06/2012	9112357230		1	01-8150-0-4300-106-0000-8110-007-000	NN P	66.72	66.72
643 PO-120547	01/06/2012	9112307968		1	01-8150-0-4300-106-0000-8110-007-000	NN P	113.11	113.11
TOTAL PAYMENT AMOUNT							307.72 *	307.72
014507/00	HORIZON IRRIGATION							
55 PO-120164	01/06/2012	ZA025560		1	01-0000-0-4300-106-0000-8110-007-000	NN P	1,349.48	1,349.48
TOTAL PAYMENT AMOUNT							1,349.48 *	1,349.48
021343/00	HUNTER, CURTIS							
1427 PO-121194	01/06/2012	REIMB		1	01-0000-0-5200-472-0000-2700-014-000	NN F	205.00	205.00
TOTAL PAYMENT AMOUNT							205.00 *	205.00
018990/00	INTERSTATE BATTERY SYSTEM							
1319 PO-121109	01/06/2012	624883		1	01-7230-0-4300-112-0000-3600-007-000	NN P	236.94	236.94
TOTAL PAYMENT AMOUNT							236.94 *	236.94
022170/00	JAPPERT, APRIL							
874 PO-120737	01/06/2012	DEC REIMB		1	01-6500-0-5800-102-5770-3600-003-000	NN P	213.12	213.12
TOTAL PAYMENT AMOUNT							213.12 *	213.12

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 01 GENERAL FUND

J3123 APY500 H.02.05 01/05/12 PAGE 6
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
021874/00	KIDWELL, TAMBRA						
1442 PO-121202	01/06/2012	REIMB	1	01-7230-0-5800-112-0000-3600-007-000	NN P	5.00	5.00
TOTAL PAYMENT AMOUNT						5.00 *	5.00
017726/00	LOS ANGELES FREIGHTLINER						
121 PO-120187	01/06/2012	BN28189	1	01-7230-0-4300-112-0000-3600-007-000	NN P	34.49	34.49
121 PO-120187	01/06/2012	BN27807	1	01-7230-0-4300-112-0000-3600-007-000	NN P	146.58	146.58
TOTAL PAYMENT AMOUNT						181.07 *	181.07
022406/00	MAXIM HEALTHCARE SERVICES INC						
1389 PO-121170	01/06/2012	9284385-Z62	1	01-0000-0-5800-102-0000-3140-003-000	NN P	2,640.00	2,640.00
1389 PO-121170	01/06/2012	9244559-Z62	1	01-0000-0-5800-102-0000-3140-003-000	NN P	2,860.00	2,860.00
1389 PO-121170	01/06/2012	0347050262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	3,163.20	3,163.20
1389 PO-121170	01/06/2012	0400780262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	3,010.00	3,010.00
1389 PO-121170	01/06/2012	0383990262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	3,120.00	3,120.00
TOTAL PAYMENT AMOUNT						14,793.20 *	14,793.20
018496/00	MCCLELLAN HIGH SCHOOL						
1454 PO-121222	01/06/2012	STUDENT INCENTIVES	1	01-5640-0-4300-601-9728-1000-017-091	NN F	25.00	25.00
TOTAL PAYMENT AMOUNT						25.00 *	25.00
016679/00	MELVIN R. CUCKOVICH						
1302 PO-121095	01/06/2012	DEC2011	1	01-6500-0-5800-102-5750-1180-003-000	NY P	595.50	595.50
TOTAL PAYMENT AMOUNT						595.50 *	595.50
021692/00	MONOPRICE INC						
911 PO-120921	01/06/2012	5375299	1	01-3010-0-4300-234-1110-1000-008-000	NN F	167.84	168.06
TOTAL PAYMENT AMOUNT						168.06 *	168.06
014772/00	NATIONAL BUSINESS INSTITUTE						
1147 PO-120979	01/06/2012	787636	1	01-0000-0-5200-472-1110-1000-014-472	NN F	299.00	299.00
TOTAL PAYMENT AMOUNT						299.00 *	299.00

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 01 GENERAL FUND

J3123 APY500 H.02.05 01/05/12 PAGE 7
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL FUNC RES DEP T9MP		
017576/00		OFFICE DEPOT/BUS.SERVICES DIV					
1424 PO-121188	01/06/2012	590123502001	1	01-8150-0-4300-106-0000-8110-007-000	NN P	47.41	47.41
1424 PO-121188	01/06/2012	590123501001	1	01-8150-0-4300-106-0000-8110-007-000	NN F	47.19	54.52
TOTAL PAYMENT AMOUNT						101.93 *	101.93
021157/00		PHYSICAL THERAPY CLINICS INC					
206 PO-120145	01/06/2012	31105	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
018535/00		POINT QUEST EDUCATION INC					
511 PO-120451	01/06/2012	DEC 11	1	01-6500-0-5800-102-5750-1180-003-000	NN P	4,518.87	4,518.87
TOTAL PAYMENT AMOUNT						4,518.87 *	4,518.87
021194/00		PRUDENTIAL OVERALL SUPPLY INC					
272 PO-120250	01/06/2012	18011952	1	01-0000-0-5800-111-0000-8200-007-000	NN P	109.85	109.85
1185 PO-121007	01/06/2012	180119153	1	01-7230-0-5600-112-0000-3600-007-000	NN P	46.79	46.79
TOTAL PAYMENT AMOUNT						156.64 *	156.64
014245/00		RAY, CANDACE					
1489 PO-121253	01/06/2012	REIMB	1	01-0000-0-4300-371-1110-1000-012-000	NN F	350.83	350.83
TOTAL PAYMENT AMOUNT						350.83 *	350.83
010266/00		SACRAMENTO COUNTY UTILITIES					
78 PO-120174	01/06/2012	50000878546	1	01-0000-0-5540-106-0000-8110-007-000	NN P	539.03	539.03
78 PO-120174	01/06/2012	50000878608	1	01-0000-0-5540-106-0000-8110-007-000	NN P	257.80	257.80
78 PO-120174	01/06/2012	50006974207	1	01-0000-0-5540-106-0000-8110-007-000	NN P	1,877.81	1,877.81
78 PO-120174	01/06/2012	50000185866	1	01-0000-0-5540-106-0000-8110-007-000	NN P	590.09	590.09
TOTAL PAYMENT AMOUNT						3,264.73 *	3,264.73
013973/00		SAMBA HOLDINGS INC					
154 PO-120102	01/06/2012	157967-IN	1	01-7230-0-4300-112-0000-3600-007-000	NN P	39.95	39.95
TOTAL PAYMENT AMOUNT						39.95 *	39.95

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 01 GENERAL FUND

J3123 APY500 H.02.05 01/05/12 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			
010041/00	SAN JUAN UNIFIED SCHOOL DIST							
1450 PO-121218	01/06/2012	INV 12/12 PART TRAP CLEAN		1	01-7230-0-5600-112-0000-3600-007-000	NN F	125.00	125.00
		TOTAL PAYMENT AMOUNT			125.00 *			125.00
020127/00	SCHOOL INNOVATIONS & ADVOCACY							
258 PO-120234	01/06/2012	127213		1	01-0000-0-5800-105-0000-7200-005-000	NN P	2,500.00	2,500.00
		TOTAL PAYMENT AMOUNT			2,500.00 *			2,500.00
010373/00	SCHOOLS INSURANCE AUTHORITY							
1492 PO-121256	01/06/2012	12SWAMP-06		1	01-8150-0-5800-106-0000-8110-007-000	NN F	2,005.28	2,005.28
		TOTAL PAYMENT AMOUNT			2,005.28 *			2,005.28
021060/00	SHURTLEFF, DIANA							
1439 PO-121213	01/06/2012	REIMB		1	01-5630-0-4300-601-1220-1000-017-000	NN F	90.00	90.00
		TOTAL PAYMENT AMOUNT			90.00 *			90.00
019222/00	SIERRA PEDIATRIC THERAPY							
666 PO-120572	01/06/2012	DEC CABA 000001		1	01-6500-0-5800-102-5750-1180-003-000	NY P	375.00	375.00
		TOTAL PAYMENT AMOUNT			375.00 *			375.00
010263/00	SMUD							
88 PO-120179	01/06/2012	7000000347		2	01-0000-0-5530-106-0000-8110-007-000	NN P	42,210.23	42,210.23
		TOTAL PAYMENT AMOUNT			42,210.23 *			42,210.23
018370/00	STANLEY CONVERGENT SECURITY							
90 PO-120061	01/06/2012	8833298		1	01-0000-0-5800-106-0000-8110-007-000	NN P	206.67	206.67
		TOTAL PAYMENT AMOUNT			206.67 *			206.67
021813/00	SUREWEST							
92 PO-120182	01/06/2012	604800-0001 DEC		1	01-0000-0-5902-106-0000-8110-007-000	NN P	617.58	617.58
		TOTAL PAYMENT AMOUNT			617.58 *			617.58

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 01 GENERAL FUND

J3123 APY500 H.02.05 01/05/12 PAGE 9
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016032/00	SYNREVOICE TECHNOLOGIES INC						
1466 PO-121231	01/06/2012	14066	1 01-0000-0-5902-103-0000-7200-003-000 NN F			11,346.25	11,346.25
TOTAL PAYMENT AMOUNT			11,346.25 *				11,346.25
017767/00	SYTECH SOLUTIONS INC						
245 PO-120227	01/06/2012	3309	1 01-0000-0-5800-106-0000-8200-007-000 NN F			21,150.00	21,150.00
TOTAL PAYMENT AMOUNT			21,150.00 *				21,150.00
020075/00	TATYANA SILCHUK						
790 PO-120675	01/06/2012	NOV	1 01-6500-0-5800-102-5770-3600-003-000 NN P			227.20	227.20
TOTAL PAYMENT AMOUNT			227.20 *				227.20
015452/00	TRANSMISSION SPECIALISTS						
1405 PO-121183	01/06/2012	RO 6221 1990 DODGE RAM	1 01-7230-0-5600-112-0000-3600-007-000 NN P			725.60	725.60
TOTAL PAYMENT AMOUNT			725.60 *				725.60
016370/00	TWIN RIVERS UNIFIED SCH DIST						
390 PO-120348	01/06/2012	JAN	1 01-0031-0-5801-110-0000-8300-004-000 NN P			11,333.33	11,333.33
TOTAL PAYMENT AMOUNT			11,333.33 *				11,333.33
014859/00	WALTON, MICHELE						
1479 PO-121247	01/06/2012	NOV DEC MILEAGE	1 01-5630-0-5800-601-1220-1000-017-000 NN F			184.50	184.50
TOTAL PAYMENT AMOUNT			184.50 *				184.50
022348/00	WILSON, SHERRY						
1344 PO-121154	01/06/2012	TRIP 000-112 MEAL	1 01-7230-0-5600-112-0000-3600-007-000 NN P			13.99	13.99
TOTAL PAYMENT AMOUNT			13.99 *				13.99
TOTAL FUND			PAYMENT	164,905.11 **			164,905.11

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 09 CHARTER SCHOOLS

J3123 APY500 H.02.05 01/05/12 PAGE 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					
999 PO-120847	01/06/2012	4779099 122611	2 09-0700-0-4300-503-0000-2700-018-000 NN P			20.65	20.65
999 PO-120847	01/06/2012	4779099122611	1 09-1100-0-4300-501-1110-1000-016-000 NN P			20.65	20.65
TOTAL PAYMENT AMOUNT						41.30 *	41.30
014515/00		FRITCH, JAMES					
1482 PO-121238	01/06/2012	REIMB	1 09-0000-0-3404-501-1110-1000-000-000 NN F			50.00	50.00
TOTAL PAYMENT AMOUNT						50.00 *	50.00
TOTAL FUND PAYMENT						91.30 **	91.30

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 12 CHILD DEVELOPMENT FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD RESO	P OBJE	SIT COAL	FUNC RES	DEP T9MP	Liq Amt	Net Amount
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018143/00 CHILD DEVELOPMENT CENTERS INC

678 PO-120580 01/06/2012 5030-1111

1	12-6105-0-5800-100-8500-1000-005-000	NN	P											42,814.12	42,814.12
TOTAL PAYMENT AMOUNT														42,814.12 *	42,814.12

TOTAL FUND	PAYMENT	42,814.12 **												42,814.12	
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81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 13 CAFETERIA FUND

J3123 APY500 H.02.05 01/05/12 PAGE 12
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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				
016803/00	ANDERSON, REBECCA						
1471 PO-121240	01/06/2012	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F			43.90	43.90
TOTAL PAYMENT AMOUNT						43.90 *	43.90
022464/00	KASEY, LAURA						
1440 PO-121214	01/06/2012	REIMB	1 13-5310-0-4300-108-0000-3700-007-000 NN F			92.07	92.07
1448 PO-121217	01/06/2012	REIMB	1 13-5310-0-5200-108-0000-3700-007-000 NN F			37.50	37.50
TOTAL PAYMENT AMOUNT						129.57 *	129.57
019993/00	PROPACIFIC FRESH						
278 PO-120256	01/06/2012	DUDLEY	1 13-5310-0-4700-108-0000-3700-007-000 NN P			506.50	506.50
278 PO-120256	01/06/2012	NORTH COUNTRY	1 13-5310-0-4700-108-0000-3700-007-000 NN P			386.23	386.23
278 PO-120256	01/06/2012	OAKHILL	1 13-5310-0-4700-108-0000-3700-007-000 NN P			495.26	495.26
278 PO-120256	01/06/2012	SPINELLI	1 13-5310-0-4700-108-0000-3700-007-000 NN P			390.64	390.64
278 PO-120256	01/06/2012	WILSON RILES	1 13-5310-0-4700-108-0000-3700-007-000 NN P			761.66	761.66
278 PO-120256	01/06/2012	CENTER HIGH	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,270.99	1,270.99
TOTAL PAYMENT AMOUNT						3,811.28 *	3,811.28
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
284 PO-120262	01/06/2012	18011951	1 13-5310-0-5800-108-0000-3700-007-000 NN P			67.10	67.10
TOTAL PAYMENT AMOUNT						67.10 *	67.10
020462/00	STAPLES ADVANTAGE						
494 PO-120442	01/06/2012	111421115	1 13-5310-0-4300-108-0000-3700-007-000 NN P			97.34	97.34
TOTAL PAYMENT AMOUNT						97.34 *	97.34
021217/00	UNITED REFRIGERATION INC						
1107 PO-120943	01/06/2012	32932677-00	1 13-5310-0-5600-108-0000-3700-007-000 NN P			32.22	32.22
TOTAL PAYMENT AMOUNT						32.22 *	32.22
TOTAL FUND PAYMENT						4,181.41 **	4,181.41

81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 14
J3123 APY500 H.02.05 01/05/12 PAGE 13
<< Open >>
DEFERRED MAINTENANCE FUND

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD RESO P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP	Liq Amt	Net Amount
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010583/00 DEL PASO PIPE & STEEL CO.

1459 PO-121227 01/06/2012 328761

TOTAL PAYMENT AMOUNT	1	14-0024-0-4300-106-9608-8110-007-000	NN	F	573.06	*	573.06										573.06	573.06
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017002/00 HOME DEPOT CREDIT SERVICES

1458 PO-121226 01/06/2012 6273437

TOTAL PAYMENT AMOUNT	1	14-0024-0-4300-106-9605-8110-007-000	NN	F	1,180.89	*	1,180.89										1,200.00	1,180.89
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TOTAL FUND	PAYMENT	1,753.95	**														1,753.95	
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81 CENTER UNIFIED SCHOOL DIST.
01062012

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 010612
FUND : 21 BUILDING FUND

J3123 APY500 H.02.05 01/05/12 PAGE 14
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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				
019750/00	CAPITAL PROGRAM MGMT INC						
423 PO-120371	01/06/2012	53	1 21-0000-0-6234-106-9600-8500-007-000 NN P			700.50	700.50
TOTAL PAYMENT AMOUNT			700.50 *				700.50
018500/00	WARREN CONSULTING ENGINEERS						
1171 PO-120997	01/06/2012	31572	1 21-0000-0-5800-106-9609-8500-007-000 NN P			6,111.25	6,111.25
1171 PO-120997	01/06/2012	31573	1 21-0000-0-5800-106-9609-8500-007-000 NN P			278.75	278.75
TOTAL PAYMENT AMOUNT			6,390.00 *				6,390.00
TOTAL FUND PAYMENT			7,090.50 **				7,090.50
TOTAL BATCH PAYMENT			220,836.39 ***		0.00		220,836.39
TOTAL DISTRICT PAYMENT			220,836.39 ****		0.00		220,836.39
TOTAL FOR ALL DISTRICTS:			220,836.39 ****		0.00		220,836.39

Number of warrants to be printed: 77, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.
011312

ACCOUNTS PAYABLE PRELIST

J3371 APY500

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Batch status: A All

From batch: 0039

To batch: 0039

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
011312

ACCOUNTS PAYABLE PRELIST
BATCH: 0039 011312
FUND : 01 GENERAL FUND

J3371 APY500 H.02.05 01/12/12 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011802/00	A-Z BUS SALES INC.						
1308 PO-121100	01/13/2012	DI99879	1 01-7230-0-4300-112-0000-3600-007-000 NN P			138.05	138.05
1308 PO-121100	01/12/2013	DE00124	1 01-7230-0-4300-112-0000-3600-007-000 NN P			69.25	69.25
TOTAL PAYMENT AMOUNT						207.30 *	207.30
015335/00	ALLEN, KATHERINE						
1499 PO-121263	01/13/2012	REIMBURSE MILEAGE DEC	1 01-5630-0-5800-601-1220-1000-017-000 NN F			355.64	355.64
TOTAL PAYMENT AMOUNT						355.64 *	355.64
011675/00	AT&T MESSAGING						
15 PO-120155	01/13/2012	6628867	1 01-0000-0-5902-106-0000-8110-007-000 NN P			720.00	720.00
TOTAL PAYMENT AMOUNT						720.00 *	720.00
018533/00	ATKINSON ANDELSON LOYA RUUD						
729 PO-120636	01/13/2012	394775	1 01-0000-0-5804-105-0000-7200-005-000 NE P			1,155.00	1,155.00
TOTAL PAYMENT AMOUNT						1,155.00 *	1,155.00
021604/00	ATLAS DISPOSAL INDUSTRIES						
13 PO-120153	01/13/2012	420894	1 01-0000-0-5550-106-0000-8110-007-000 NN P			354.00	354.00
TOTAL PAYMENT AMOUNT						354.00 *	354.00
017972/00	BABY STEPS THERAPY						
1500 PO-121264	01/13/2012	6839	1 01-6500-0-5800-102-5750-1180-003-000 NN P			180.00	180.00
TOTAL PAYMENT AMOUNT						180.00 *	180.00
021235/00	BECKER, LEE ANN						
1304 PO-121096	01/13/2012	DEC MILEAGE REIMB	1 01-0000-0-5210-102-0000-3140-003-000 NN P			43.85	43.85
TOTAL PAYMENT AMOUNT						43.85 *	43.85

81 CENTER UNIFIED SCHOOL DIST.
011312

ACCOUNTS PAYABLE PRELIST
BATCH: 0039 011312
FUND : 01 GENERAL FUND

J3371 APY500 H.02.05 01/12/12 PAGE 2
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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		
014056/00	BENDER, LINDA															
1519	PO-121280	01/13/2012	REIMB			1	01-6520-0-5211-472-5770-1110-003-000	NN F	69.95	69.95						
1522	PO-121282	01/13/2012	REIMB			1	01-9520-0-5210-472-1110-1000-003-000	NN F	23.31	23.31						
TOTAL PAYMENT AMOUNT									93.26 *	93.26						
021036/00	CCHAT CENTER															
508	PO-120450	01/13/2012	CENTER 12-11			1	01-6500-0-5800-102-5750-1180-003-000	NN P	1,490.04	1,490.04						
TOTAL PAYMENT AMOUNT									1,490.04 *	1,490.04						
021175/00	CINTAS DOCUMENT MANAGEMENT															
1159	PO-120993	01/13/2012	DG37042969			1	01-0000-0-5800-371-0000-2700-012-000	NN P	30.00	30.00						
1426	PO-121190	01/13/2012	DG 370 41376			1	01-0000-0-5800-472-1110-1000-014-472	NN P	30.00	30.00						
1538	PO-121296	01/13/2012	DG37042488			1	01-8150-0-5800-106-0000-8110-007-000	NN F	359.95	359.95						
TOTAL PAYMENT AMOUNT									419.95 *	419.95						
016681/00	DEPARTMENT OF INDUSTRIAL															
34	PO-120026	01/13/2012	G041271SA			1	01-0000-0-5800-106-0000-8200-007-000	NN P	225.00	225.00						
34	PO-120026	01/13/2012	G041272 SA			1	01-0000-0-5800-106-0000-8200-007-000	NN P	125.00	125.00						
TOTAL PAYMENT AMOUNT									350.00 *	350.00						
015800/00	DISCOUNT SCHOOL SUPPLY															
1478	PO-121246	01/13/2012	D15186750101			1	01-5640-0-4300-601-9728-1000-017-082	NN P	277.66	277.66						
TOTAL PAYMENT AMOUNT									277.66 *	277.66						
013988/00	HAJOCA CORPORATION															
24	PO-120018	01/13/2012	S006520513.001			1	01-8150-0-4300-106-0000-8110-007-000	NN P	10.46	10.46						
24	PO-120018	01/13/2012	S006520513.002			1	01-8150-0-4300-106-0000-8110-007-000	NN P	178.78	178.78						
TOTAL PAYMENT AMOUNT									189.24 *	189.24						
010992/00	HARBOR FREIGHT TOOLS USA INC															
274	PO-120252	01/13/2012	02-00539619			1	01-0000-0-9320-000-0000-0000-000-000	NN P	348.03	348.03						
TOTAL PAYMENT AMOUNT									348.03 *	348.03						

81 CENTER UNIFIED SCHOOL DIST.
011312

ACCOUNTS PAYABLE PRELIST
BATCH: 0039 011312
FUND : 01 GENERAL FUND

J3371 APY500 H.02.05 01/12/12 PAGE 3
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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				
017002/00	HOME DEPOT CREDIT SERVICES						
52 PO-120163	01/13/2012	66690224873	1 01-8150-0-4300-106-0000-8110-007-000 NN P			26.43	26.43
52 PO-120163	01/13/2012	66699734914	1 01-8150-0-4300-106-0000-8110-007-000 NN P			123.64	123.64
52 PO-120163	01/13/2012	66690220350	1 01-8150-0-4300-106-0000-8110-007-000 NN P			331.78	331.78
52 PO-120163	01/13/2012	66692709608	1 01-8150-0-4300-106-0000-8110-007-000 NN P			224.18	224.18
52 PO-120163	01/13/2012	66690101534	1 01-8150-0-4300-106-0000-8110-007-000 NN P			49.49	49.49
52 PO-120163	01/13/2012	1973989	1 01-8150-0-4300-106-0000-8110-007-000 NN P			30.39	30.39
52 PO-120163	01/13/2012	2041622	1 01-8150-0-4300-106-0000-8110-007-000 NN P			10.70	10.70
TOTAL PAYMENT AMOUNT			796.61 *				796.61
019433/00	HONEYWELL INTERNATIONAL ADI						
1332 PO-121119	01/13/2012	HDJT6901	1 01-8150-0-4300-106-0000-8110-007-000 NN P			63.56	63.56
1332 PO-121119	01/13/2012	HDJT	1 01-8150-0-4300-106-0000-8110-007-000 NN P			127.12	127.12
TOTAL PAYMENT AMOUNT			190.68 *				190.68
011341/00	HUNT & SONS INC						
139 PO-120092	01/13/2012	501910	1 01-7230-0-4308-112-0000-3600-007-000 NN P			25,073.40	25,073.40
TOTAL PAYMENT AMOUNT			25,073.40 *				25,073.40
017603/00	HUNT, CAROL						
1532 PO-121292	01/13/2012	REIMB	1 01-0000-0-4300-120-0000-7110-001-000 NN F			25.71	25.71
TOTAL PAYMENT AMOUNT			25.71 *				25.71
022467/00	LANGUAGE LINE SERVICES						
1086 PO-120929	01/13/2012	2869109	1 01-0000-0-5800-103-0000-2110-003-000 NN P			12.87	12.87
TOTAL PAYMENT AMOUNT			12.87 *				12.87
022406/00	MAXIM HEALTHCARE SERVICES INC						
1389 PO-121170	01/13/2012	9265339-262	1 01-0000-0-5800-102-0000-3140-003-000 NN P			3,200.00	3,200.00
TOTAL PAYMENT AMOUNT			3,200.00 *				3,200.00

81 CENTER UNIFIED SCHOOL DIST.
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ACCOUNTS PAYABLE PRELIST
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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				

022172/00	MED TRANS MEDICAL/LEGAL						
1506 PO-121270	01/13/2012	641	1 01-6500-0-5800-102-5750-1180-003-000 NN P			1,390.00	1,390.00
			TOTAL PAYMENT AMOUNT	1,390.00 *			1,390.00
019059/00	MILLENNIUM TERMITE & PEST						
61 PO-120165	01/13/2012	TR-72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P			116.00	116.00
61 PO-120165	01/13/2012	TR-71099	1 01-0000-0-5500-106-0000-8110-007-000 NN P			91.00	91.00
			TOTAL PAYMENT AMOUNT	207.00 *			207.00
017315/00	NAPA AUTO PARTS - GENUINE AUTO						
1320 PO-121110	01/13/2012	843309/845328/845036	1 01-7230-0-4300-112-0000-3600-007-000 NN P			94.30	94.30
1320 PO-121110	01/13/2012	845352	1 01-7230-0-4300-112-0000-3600-007-000 NN P			22.16	22.16
1320 PO-121110	01/13/2012	845444	1 01-7230-0-4300-112-0000-3600-007-000 NN P			17.97	17.97
1320 PO-121110	01/13/2012	845443	1 01-7230-0-4300-112-0000-3600-007-000 NN P			28.38	28.38
1320 PO-121110	01/13/2012	845333	1 01-7230-0-4300-112-0000-3600-007-000 NN P			37.83	37.83
1320 PO-121110	01/13/2012	844029	1 01-7230-0-4300-112-0000-3600-007-000 NN P			19.05	19.05
1320 PO-121110	01/13/2012	843826	1 01-7230-0-4300-112-0000-3600-007-000 NN P			98.00	98.00
1320 PO-121110	01/13/2012	843892	1 01-7230-0-4300-112-0000-3600-007-000 NN P			50.77	50.77
1320 PO-121110	01/13/2012	843861	1 01-7230-0-4300-112-0000-3600-007-000 NN P			57.18	57.18
1320 PO-121110	01/13/2012	843352	1 01-7230-0-4300-112-0000-3600-007-000 NN P			18.72	18.72
1320 PO-121110	01/13/2012	844069	1 01-7230-0-4300-112-0000-3600-007-000 NN P			109.83	109.83
1320 PO-121110	01/13/2012	844223	1 01-7230-0-4300-112-0000-3600-007-000 NN P			47.71	47.71
1320 PO-121110	01/13/2012	843871	1 01-7230-0-4300-112-0000-3600-007-000 NN P			117.75	117.75
1320 PO-121110	01/13/2012	844541	1 01-7230-0-4300-112-0000-3600-007-000 NN P			20.34	20.34
			TOTAL PAYMENT AMOUNT	739.99 *			739.99
018967/00	NEXTEL COMMUNICATIONS INC						
63 PO-120049	01/13/2012	766178812-049	1 01-0000-0-5902-115-0000-7700-007-000 NN P			142.34	142.34
108 PO-120186	01/13/2012	1/5/2012	1 01-0000-0-5903-106-0000-8110-007-000 NN F			30.45	30.45
108 PO-120186	01/13/2012	1/5/2012	2 01-0000-0-5903-106-0000-8110-007-000 NN F			255.02	255.02
393 PO-120351	01/13/2012	01/5/2012	1 01-0000-0-5903-472-0000-2700-014-000 NN P			109.77	109.77
561 PO-120486	01/13/2012	1/5/2012	1 01-0000-0-5903-101-0000-7150-002-000 NN P			48.42	48.42
526 PO-120584	01/13/2012	01/5/2012	1 01-0000-0-5903-236-0000-2700-009-000 NN P			12.17	12.17
975 PO-120820	01/13/2012	1/5/2012	1 01-7230-0-5903-112-0000-3600-007-000 NN P			31.96	31.96
994 PO-120835	01/13/2012	1/5/2012	1 01-0000-0-4300-475-3200-2700-015-000 NN P			6.32	6.32
1474 PO-121236	01/13/2012	1/5/2012	1 01-0000-0-5903-103-0000-2110-003-000 NN P			129.86	129.86
			TOTAL PAYMENT AMOUNT	766.31 *			766.31

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ACCOUNTS PAYABLE PRELIST
BATCH: 0039 011312
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
019205/00	OAK HILL STUDENT BODY FUND							
1417 PO-121210	01/13/2012	ARMSTRONG&SHADY CREEK		1	01-5640-0-5800-601-9728-1000-017-091 NN F		327.00	327.00
		TOTAL PAYMENT AMOUNT						327.00
							327.00 *	
022163/00	ODYSSEY							
667 PO-120573	01/13/2012	8002483		1	01-6500-0-5800-102-5750-1180-003-000 NN F		1,052.80	1,052.80
667 PO-120573	01/13/2012	8002483		2	01-6500-0-5800-102-5750-1180-003-000 NN F		783.56	783.56
		TOTAL PAYMENT AMOUNT						1,836.36
								1,836.36 *
011822/00	OLARIU, STEFAN							
1441 PO-121201	01/13/2012	000-84 REIMB		1	01-7230-0-5800-112-0000-3600-007-000 NN P		15.79	15.79
1441 PO-121201	01/13/2012	000-115 REIMB		1	01-7230-0-5800-112-0000-3600-007-000 NN P		22.25	22.25
		TOTAL PAYMENT AMOUNT						38.04
								38.04 *
021050/00	PACHECO, SHAWNA							
1517 PO-121279	01/13/2012	REIMB		1	01-6520-0-5211-472-5770-1110-003-000 NN F		40.81	40.81
		TOTAL PAYMENT AMOUNT						40.81
								40.81 *
014069/00	PLATT ELECTRIC SUPPLY							
1249 PO-121068	01/13/2012	0736422		1	01-8150-0-4300-106-0000-8110-007-000 NN P		453.61	453.61
1249 PO-121068	01/13/2012	0775746		1	01-8150-0-4300-106-0000-8110-007-000 NN P		173.75	173.75
1249 PO-121068	01/13/2012	0788660		1	01-8150-0-4300-106-0000-8110-007-000 NN P		12.46	12.46
1249 PO-121068	01/13/2012	0839246		1	01-8150-0-4300-106-0000-8110-007-000 NN P		42.02	42.02
1249 PO-121068	01/13/2012	0857665		1	01-8150-0-4300-106-0000-8110-007-000 NN P		68.09	68.09
1249 PO-121068	01/13/2012	9448481		1	01-8150-0-4300-106-0000-8110-007-000 NN P		554.05	554.05
		TOTAL PAYMENT AMOUNT						1,303.98
								1,303.98 *
021401/00	PRACTI-CAL INC							
1509 PO-121273	01/13/2012	19920		1	01-5640-0-5800-103-0000-3140-003-000 NN P		4,057.60	4,057.60
1509 PO-121273	01/13/2012	20144		1	01-5640-0-5800-103-0000-3140-003-000 NN P		813.25	813.25
1509 PO-121273	01/13/2012	20215		1	01-5640-0-5800-103-0000-3140-003-000 NN P		17.43	17.43
1509 PO-121273	01/13/2012	20275		1	01-5640-0-5800-103-0000-3140-003-000 NN P		65.75	65.75
		TOTAL PAYMENT AMOUNT						4,954.03
								4,954.03 *

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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				
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
272 PO-120250	01/13/2012	180120173	1 01-0000-0-5800-111-0000-8200-007-000 NN P			109.85	109.85
1185 PO-121007	01/13/2012	180120174	1 01-7230-0-5600-112-0000-3600-007-000 NN P			46.79	46.79
1185 PO-121007	01/13/2012	180120681	1 01-7230-0-5600-112-0000-3600-007-000 NN P			46.79	46.79
TOTAL PAYMENT AMOUNT						203.43 *	203.43
017657/00	RENAISSANCE LEARNING INC.						
1480 PO-121242	01/13/2012	INV3872792	1 01-3010-0-4300-371-1110-1000-012-000 NN F			148.20	137.54
TOTAL PAYMENT AMOUNT						137.54 *	137.54
019951/00	ROBINSON, PAULA						
1513 PO-121277	01/13/2012	REIMB	1 01-0000-0-5901-102-9745-3130-003-000 NN F			24.89	24.89
TOTAL PAYMENT AMOUNT						24.89 *	24.89
010242/00	RUSSEL WARNER INC ROTO ROOTER						
77 PO-120173	01/13/2012	31310002295	1 01-8150-0-5600-106-0000-8110-007-000 NN P			305.00	305.00
TOTAL PAYMENT AMOUNT						305.00 *	305.00
010552/00	SAC VAL JANITORIAL						
974 PO-120819	01/13/2012	1968905	1 01-0000-0-9320-000-0000-0000-000-000 NN P			57.41	57.41
974 PO-120819	01/13/2012	1966262	1 01-0000-0-9320-000-0000-0000-000-000 NN P			128.92	128.92
1533 PO-121293	01/13/2012	1968661	1 01-0000-0-9320-000-0000-0000-000-000 NN F			8,026.19	8,026.19
TOTAL PAYMENT AMOUNT						8,212.52 *	8,212.52
015592/00	SACRAMENTO CNTY OFFICE OF ED						
1331 PO-121118	01/13/2012	120815	1 01-3010-0-5200-234-1110-1000-008-822 NN F			540.00	240.00
TOTAL PAYMENT AMOUNT						240.00 *	240.00
010101/00	SACRAMENTO COUNTY OFFICE OF						
1345 PO-121134	01/13/2012	CHSCADS	1 01-0000-0-5800-472-0000-2700-014-000 NN F			90.00	80.00
TOTAL PAYMENT AMOUNT						80.00 *	80.00

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ACCOUNTS PAYABLE PRELIST
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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				
011500/00	SIA / DELTA DENTAL							
PV-121041	01/13/2012	SIA DELTA DENTAL JANUARY		01-0000-0-9552-000-0000-0000-000-000 NN			45,603.81	45,603.81
		TOTAL PAYMENT AMOUNT		45,603.81 *				45,603.81
017106/00	SIA/VISION SERVICE PLAN							
PV-121042	01/13/2012	SIA VISION JAN		01-0000-0-9552-000-0000-0000-000-000 NN			4,929.47	4,929.47
		TOTAL PAYMENT AMOUNT		4,929.47 *				4,929.47
014558/00	SPURR							
89 PO-120180	01/13/2012	45359		1 01-0000-0-5520-106-0000-8110-007-000 NN P			6,885.83	6,885.83
		TOTAL PAYMENT AMOUNT		6,885.83 *				6,885.83
010137/00	STATE BOARD OF EQUALIZATION							
1505 PO-121269	01/13/2012	44-018826		1 01-7230-0-5800-112-0000-3600-007-000 NN F			775.54	775.54
		TOTAL PAYMENT AMOUNT		775.54 *				775.54
021813/00	SUREWEST							
93 PO-120183	01/13/2012	604457-0001		1 01-0000-0-5902-106-0000-8110-007-000 NN P			1,407.21	1,407.21
		TOTAL PAYMENT AMOUNT		1,407.21 *				1,407.21
016005/00	SWRCB ACCOUNTING OFFICE							
1534 PO-121294	01/13/2012	SW-0044789		1 01-8150-0-5800-106-0000-8110-007-000 NN F			1,359.00	1,359.00
		TOTAL PAYMENT AMOUNT		1,359.00 *				1,359.00
011357/00	TAP PLASTICS INC							
94 PO-120062	01/13/2012	366767		1 01-8150-0-4300-106-0000-8110-007-000 NN P			125.96	125.96
		TOTAL PAYMENT AMOUNT		125.96 *				125.96
020075/00	TATYANA SILCHUK							
790 PO-120675	01/13/2012	DEC		1 01-6500-0-5800-102-5770-3600-003-000 NN P			160.38	160.38
		TOTAL PAYMENT AMOUNT		160.38 *				160.38

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014079/00	THYSSENKRUPP ELEVATOR CORP						
95 PO-120063	01/13/2012	1090103837	1 01-0000-0-5600-106-0000-8110-007-000 NN P			140.50	140.50
TOTAL PAYMENT AMOUNT						140.50 *	140.50
017756/00	TIGER DIRECT INC						
1350 PO-121161	01/13/2012	F75722760101	1 01-3010-0-4300-236-1110-1000-009-000 NN P			399.36	399.36
1350 PO-121161	01/13/2012	F75722760102	1 01-3010-0-4300-236-1110-1000-009-000 NN P			3,778.77	3,778.77
1350 PO-121161	01/13/2012	F75722760104	1 01-3010-0-4300-236-1110-1000-009-000 NN P			375.36	375.36
1350 PO-121161	01/13/2012	F75722760105	1 01-3010-0-4300-236-1110-1000-009-000 NN P			40.66	40.66
1350 PO-121161	01/13/2012	F75722760106	1 01-3010-0-4300-236-1110-1000-009-000 NN P			40.66	40.66
1350 PO-121161	01/13/2012	75722760110	1 01-3010-0-4300-236-1110-1000-009-000 NN P			728.64	728.64
1350 PO-121161	01/13/2012	F75722760111	1 01-3010-0-4300-236-1110-1000-009-000 NN P			44.16	44.16
1350 PO-121161	01/13/2012	F75722760108/F75722760111	1 01-3010-0-4300-236-1110-1000-009-000 NN P			162.64	162.64
1350 PO-121161	01/13/2012	F75722760112	1 01-3010-0-4300-236-1110-1000-009-000 NN F			102.45	101.65
TOTAL PAYMENT AMOUNT						5,671.90 *	5,671.90
017918/00	TREE, GUYLENE						
1514 PO-121289	01/13/2012	REIMB	1 01-0000-0-4300-472-1262-1000-014-000 NN F			116.18	116.18
1516 PO-121290	01/13/2012	REIMB	1 01-0000-0-4300-472-1262-1000-014-000 NN F			112.95	112.95
TOTAL PAYMENT AMOUNT						229.13 *	229.13
015191/00	WACHOB, CYNTHIA						
264 PO-120244	01/13/2012	DEC REIMB	1 01-6500-0-5210-102-5060-2110-003-000 NN P			104.90	104.90
TOTAL PAYMENT AMOUNT						104.90 *	104.90
019842/00	WFCB-OSH COMMERCIAL SERVICES						
65 PO-120166	01/13/2012	147875/021102204912202011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			27.78	27.78
65 PO-120166	01/13/2012	021104621901042012	1 01-8150-0-4300-106-0000-8110-007-000 NN P			9.60	9.60
65 PO-120166	01/13/2012	021101799512192011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			16.63	16.63
65 PO-120166	01/13/2012	021101456411292011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			11.83	11.83
65 PO-120166	01/13/2012	021101748212162011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			18.79	18.79
65 PO-120166	01/13/2012	021103959112102011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			12.33	12.33
65 PO-120166	01/13/2012	02110230411152011	1 01-8150-0-4300-106-0000-8110-007-000 NN P			5.51	5.51
TOTAL PAYMENT AMOUNT						102.47 *	102.47

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ACCOUNTS PAYABLE PRELIST
BATCH: 0039 011312
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				
017313/00		XEROX CORPORATION					
389 PO-120347	01/13/2012	300053969	1 01-0000-0-5800-115-9790-8200-007-000 NN P			41,555.11	41,555.11
389 PO-120347	01/13/2012	300053818	1 01-0000-0-5800-115-9790-8200-007-000 NN P			509.10	509.10
448 PO-120400	01/13/2012	300053969	1 01-7220-0-5612-472-1110-1000-014-000 NN P			100.00	100.00
449 PO-120401	01/13/2012	300053969	1 01-0000-0-5612-472-9769-1000-014-000 NN P			25.00	25.00
450 PO-120402	01/13/2012	300053969	1 01-0000-0-5612-115-9780-8200-007-000 NN P			25.00	25.00
452 PO-120403	01/13/2012	30053969	1 01-6500-0-5612-102-5001-2700-003-000 NN P			25.00	25.00
453 PO-120404	01/13/2012	300053969	1 01-0000-0-5612-371-0000-2700-012-000 NN P			25.00	25.00
451 PO-120412	01/13/2012	300053969	1 01-3550-0-5612-472-1110-1000-014-000 NN P			100.00	100.00
917 PO-120775	01/13/2012	300053969	1 01-3010-0-5612-371-1110-1000-012-000 NN P			50.00	50.00
TOTAL PAYMENT AMOUNT				42,414.21 *			42,414.21
TOTAL FUND PAYMENT				166,200.45 **			166,200.45

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ACCOUNTS PAYABLE PRELIST
BATCH: 0039 011312
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num				
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	Liq Amt	Net Amount
017313/00		XEROX CORPORATION							
454 PO-120405	01/13/2012	300053969	1	09-1100-0-5612-501-1110-1000-016-000	NN	P		100.00	100.00
455 PO-120406	01/13/2012	300053969	1	09-1100-0-5612-501-0000-2700-016-000	NN	P		20.00	20.00
455 PO-120406	01/13/2012	300053969	2	09-1100-0-5612-501-1110-1000-016-000	NN	P		80.00	80.00
456 PO-120407	01/13/2012	300053969	1	09-0700-0-5612-503-0000-8110-018-000	NN	P		100.00	100.00
TOTAL PAYMENT AMOUNT				300.00 *					300.00
TOTAL FUND			PAYMENT	300.00 **					300.00

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ACCOUNTS PAYABLE PRELIST
BATCH: 0039 011312
FUND : 11 ADULT EDUCATION FUND

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

010669/00	ALHAMBRA & SIERRA SPRINGS						
467 PO-120445	01/13/2012	7069912 122911	1 11-0030-0-4300-601-4130-1000-017-000 NN P			14.38	14.38
TOTAL PAYMENT AMOUNT						14.38 *	14.38
017313/00	XEROX CORPORATION						
457 PO-120408	01/13/2012	300053969	1 11-0030-0-5612-601-4130-1000-017-000 NN P			25.00	25.00
TOTAL PAYMENT AMOUNT						25.00 *	25.00
TOTAL FUND PAYMENT						39.38 **	39.38

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BATCH: 0039 011312
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011602/00	DANIELSEN CO., THE						
507 PO-120877	01/13/2012	190107	2 13-5310-0-4300-108-0000-3700-007-000 NN P			61.73	61.73
507 PO-120877	01/13/2012	190459	2 13-5310-0-4300-108-0000-3700-007-000 NN P			8.00	8.00
507 PO-120877	01/13/2012	190762	2 13-5310-0-4300-108-0000-3700-007-000 NN P			797.85	797.85
507 PO-120877	01/13/2012	190107	1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,176.17	2,176.17
507 PO-120877	01/13/2012	190459	1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,909.70	1,909.70
507 PO-120877	01/13/2012	190762	1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,138.55	2,138.55
TOTAL PAYMENT AMOUNT				7,092.00 *			7,092.00
021080/00	ED JONES FOOD SERVICE INC						
509 PO-120878	01/13/2012	143983	1 13-5310-0-4700-108-0000-3700-007-000 NN P			4,103.62	4,103.62
509 PO-120878	01/13/2012	144227	1 13-5310-0-4700-108-0000-3700-007-000 NN P			10,001.26	10,001.26
509 PO-120878	01/13/2012	144307	1 13-5310-0-4700-108-0000-3700-007-000 NN P			4,298.44	4,298.44
TOTAL PAYMENT AMOUNT				18,403.32 *			18,403.32
022364/00	HEARTLAND PAYMENT SYSTEMS						
281 PO-120259	01/13/2012	MSB00000000664	1 13-5310-0-5300-108-0000-3700-007-000 NN P			164.70	164.70
TOTAL PAYMENT AMOUNT				164.70 *			164.70
015730/00	ISITE SOFTWARE						
1497 PO-121262	01/13/2012	2011143-A	1 13-5310-0-5800-108-0000-3700-007-000 NN F			297.50	297.50
TOTAL PAYMENT AMOUNT				297.50 *			297.50
018967/00	NEXTEL COMMUNICATIONS INC						
282 PO-120260	01/13/2012	01/5/2012	1 13-5310-0-5903-108-0000-3700-007-000 NN P			6.32	6.32
TOTAL PAYMENT AMOUNT				6.32 *			6.32
011423/00	PLATH DISTRIBUTION INC						
279 PO-120257	01/13/2012	8515	1 13-5310-0-4700-108-0000-3700-007-000 NN P			7,064.68	7,064.68
TOTAL PAYMENT AMOUNT				7,064.68 *			7,064.68

81 CENTER UNIFIED SCHOOL DIST.
011312

ACCOUNTS PAYABLE PRELIST
BATCH: 0039 011312
FUND : 13 CAFETERIA FUND

J3371 APY500 H.02.05 01/12/12 PAGE 13
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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	TRMP	Liq Amt	Net Amount
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015463/00 SO, CZARINA

1496 PO-121261 01/13/2012 REFUND

1 13-5310-0-8634-000-0000-0000-000-000 NN F																		
TOTAL PAYMENT AMOUNT																		
46.25 *																		
46.25																		
46.25																		

TOTAL FUND	PAYMENT	33,074.77	**	33,074.77
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81 CENTER UNIFIED SCHOOL DIST.
011312

ACCOUNTS PAYABLE PRELIST
BATCH: 0039 011312
FUND : 14 DEFERRED MAINTENANCE FUND

J3371 APY500 H.02.05 01/12/12 PAGE 14
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
017018/00	SIERRA BUILDING SYSTEMS INC						
1507 PO-121271	01/13/2012	3887	1 14-0024-0-4300-106-9603-8110-007-000 NN F			480.00	480.00
TOTAL PAYMENT AMOUNT						480.00 *	480.00
TOTAL FUND PAYMENT						480.00 **	480.00

81 CENTER UNIFIED SCHOOL DIST.
011312

ACCOUNTS PAYABLE PRELIST
BATCH: 0039 011312
FUND : 21 BUILDING FUND

J3371 APY500 H.02.05 01/12/12 PAGE 15
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP		Liq Amt	Net Amount
011816/00		CAPITOL ENGINEERING LAB.					
1510 PO-121274	01/13/2012	25165	1 21-0000-0-5800-236-9629-8500-007-000 NN F			115.00	115.00
			TOTAL PAYMENT AMOUNT	115.00 *			115.00
			TOTAL FUND PAYMENT	115.00 **			115.00
			TOTAL BATCH PAYMENT	200,209.60 ***	0.00		200,209.60
			TOTAL DISTRICT PAYMENT	200,209.60 ****	0.00		200,209.60
			TOTAL FOR ALL DISTRICTS:	200,209.60 ****	0.00		200,209.60

Number of warrants to be printed: 63, not counting voids due to stub overflows.

Batch status: A All

From batch: 0040

To batch: 0040

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST
 BATCH: 0040 01202012
 FUND : 01 GENERAL FUND

J3584 APY500 H.02.05 01/19/12 PAGE 1
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
011802/00	A-Z BUS SALES INC.							
1308	PO-121100	01/20/2012	DI00804	1 01-7230-0-4300-112-0000-3600-007-000 NN P			148.22	148.22
				TOTAL PAYMENT AMOUNT	148.22 *			148.22
020710/00	ACCURATE LABEL DESIGN							
1465	PO-121245	01/20/2012	107583	1 01-5640-0-5800-601-9728-1000-017-091 NN F			329.97	306.95
				TOTAL PAYMENT AMOUNT	306.95 *			306.95
010669/00	ALHAMBRA & SIERRA SPRINGS							
466	PO-120410	01/20/2012	4780818 010612	1 01-0000-0-4300-105-0000-7200-005-000 NN P			20.95	20.95
				TOTAL PAYMENT AMOUNT	20.95 *			20.95
013985/00	ALL DIESEL ELECTRIC INC.							
1088	PO-120931	01/20/2012	7659	1 01-7230-0-4300-112-0000-3600-007-000 NN P			560.30	560.30
				TOTAL PAYMENT AMOUNT	560.30 *			560.30
011481/00	AT&T							
16	PO-120156	01/20/2012	2942653	1 01-0000-0-5902-106-0000-8110-007-000 NN P			4,725.95	4,725.95
				TOTAL PAYMENT AMOUNT	4,725.95 *			4,725.95
018533/00	ATKINSON ANDELSON LOYA RUUD							
729	PO-120636	01/20/2012	396436	1 01-0000-0-5804-105-0000-7200-005-000 NE P			2,834.01	2,834.01
				TOTAL PAYMENT AMOUNT	2,834.01 *			2,834.01
010442/00	BAR HEIN							
19	PO-120013	01/20/2012	376174	1 01-0000-0-4300-106-0000-8110-007-000 NN P			9.58	9.58
				TOTAL PAYMENT AMOUNT	9.58 *			9.58
010407/00	CENTER UNIFIED REVOLVING FUND		000000000					
1543	PO-121298	01/20/2012	4035	1 01-0000-0-9210-000-0000-0000-000-000 NN F			457.03	457.03
1544	PO-121299	01/20/2012	4036	1 01-0000-0-9210-000-0000-0000-000-000 NN F			553.00	553.00
				TOTAL PAYMENT AMOUNT	1,010.03 *			1,010.03

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST
 BATCH: 0040 01202012
 FUND : 01 GENERAL FUND

J3584 APY500 H.02.05 01/19/12 PAGE 2
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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				
014557/00	COLLEGE OAK TOW & TRANSPORT						
1541 PO-121304	01/20/2012	T10570	1 01-7230-0-5600-112-0000-3600-007-000 NN P			338.80	338.80
			TOTAL PAYMENT AMOUNT	338.80 *			338.80
010236/00	CREATIVE BUS SALES						
1312 PO-121104	01/20/2012	5009711	1 01-7230-0-4300-112-0000-3600-007-000 NN P			137.17	137.17
			TOTAL PAYMENT AMOUNT	137.17 *			137.17
015718/00	CUSTOM BENEFIT ADMINISTRATORS						
PV-121044	01/20/2012	CBA JANUARY	01-0000-0-9552-000-0000-0000-000-000 NN				2,257.31
			TOTAL PAYMENT AMOUNT	2,257.31 *			2,257.31
018951/00	DELL						
1419 PO-121212	01/20/2012	XFMK72C81	1 01-5640-0-4300-601-9728-3150-017-000 NN F			158.77	144.34
			TOTAL PAYMENT AMOUNT	144.34 *			144.34
011290/00	DISCOUNT GLASS & SCREEN CO						
36 PO-120028	01/20/2012	916090	1 01-8150-0-4300-106-0000-8110-007-000 NN P			226.28	226.28
36 PO-120028	01/20/2012	916091	1 01-8150-0-4300-106-0000-8110-007-000 NN P			80.82	80.82
			TOTAL PAYMENT AMOUNT	307.10 *			307.10
010336/00	ECOTECH PEST MANAGEMENT INC						
37 PO-120160	01/20/2012	768	1 01-0000-0-5500-106-0000-8110-007-000 NN P			712.00	712.00
			TOTAL PAYMENT AMOUNT	712.00 *			712.00
022347/00	GIVE SOMETHING BACK						
1511 PO-121275	01/20/2012	1908695-0	1 01-6500-0-4300-102-5770-1110-003-018 NN F			16.15	16.15
1512 PO-121276	01/20/2012	1908690-0	1 01-6500-0-4300-102-5001-3120-003-000 NN F			148.72	148.72
1428 PO-121288	01/20/2012	1909100-0	1 01-0000-0-4300-472-1262-1000-014-000 NN F			37.69	37.69
			TOTAL PAYMENT AMOUNT	202.56 *			202.56

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST
 BATCH: 0040 01202012
 FUND : 01 GENERAL FUND

J3584 APY500 H.02.05 01/19/12 PAGE 3
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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		
010830/00	HOLT OF CALIFORNIA							
138 PO-120193	01/20/2012	SW040071317/PRO500010929		1	01-7230-0-4300-112-0000-3600-007-000	NN F	1,122.75	1,122.75
		TOTAL PAYMENT AMOUNT					1,122.75 *	1,122.75
017002/00	HOME DEPOT CREDIT SERVICES							
52 PO-120163	01/20/2012	6669 01 16657		1	01-8150-0-4300-106-0000-8110-007-000	NN P	60.40	60.40
52 PO-120163	01/20/2012	6669 02 80354		1	01-8150-0-4300-106-0000-8110-007-000	NN P	128.34	128.34
		TOTAL PAYMENT AMOUNT					188.74 *	188.74
010355/00	KAISER							
PV-121045	01/20/2012	KAISER FEB			01-0000-0-9552-000-0000-0000-000-000	NN		165,658.97
		TOTAL PAYMENT AMOUNT					165,658.97 *	165,658.97
015080/00	LILLY PROPERTIES INC							
952 PO-120807	01/20/2012	JAN 0104125		1	01-0000-0-5800-106-0000-8200-007-000	NN P	1,526.26	1,526.26
		TOTAL PAYMENT AMOUNT					1,526.26 *	1,526.26
022406/00	MAXIM HEALTHCARE SERVICES INC							
1389 PO-121170	01/20/2012	41890262		1	01-0000-0-5800-102-0000-3140-003-000	NN P	2,820.00	2,820.00
		TOTAL PAYMENT AMOUNT					2,820.00 *	2,820.00
021692/00	MONOPRICE INC							
1408 PO-121258	01/20/2012	5662750		1	01-5640-0-4300-601-9728-3110-017-085	NN F	21.14	15.85
1521 PO-121281	01/20/2012	5692511		1	01-3010-0-4300-234-1110-1000-008-000	NN F	130.67	130.48
		TOTAL PAYMENT AMOUNT					146.33 *	146.33
017354/00	MORALES, SANDY							
1518 PO-121291	01/20/2012	DEC MILEAGE		1	01-5630-0-5800-601-1220-1000-017-000	NN F	113.22	113.22
		TOTAL PAYMENT AMOUNT					113.22 *	113.22

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST
 BATCH: 0040 01202012
 FUND : 01 GENERAL FUND

J3584 APY500 H.02.05 01/19/12 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		
017576/00		OFFICE DEPOT/BUS.SERVICES DIV					
1446 PO-121260	01/20/2012	593153264001	1	01-6250-0-4300-601-0000-3110-017-238	NN P	81.05	81.05
1446 PO-121260	01/20/2012	593153265001	1	01-6250-0-4300-601-0000-3110-017-238	NN F	13.39	16.14
1501 PO-121265	01/20/2012	593153426001	1	01-0000-0-4300-238-1110-1000-010-000	NN F	98.86	99.78
TOTAL PAYMENT AMOUNT						196.97 *	196.97
019252/00		PEARSON					
1412 PO-121206	01/20/2012	73333743	1	01-5640-0-4300-601-9728-3150-017-000	NN F	299.17	298.03
1413 PO-121207	01/20/2012	73333744	1	01-5640-0-4300-601-9728-3150-017-000	NN F	239.52	225.80
TOTAL PAYMENT AMOUNT						523.83 *	523.83
010253/00		PEARSON EDUCATION					
1444 PO-121215	01/20/2012	73333745	1	01-5640-0-4300-601-9728-3150-017-000	NN F	260.41	266.74
TOTAL PAYMENT AMOUNT						266.74 *	266.74
011345/00		PLACER LEARNING CENTER					
496 PO-120436	01/20/2012	DEC	1	01-6500-0-5800-102-5750-1180-003-000	NN P	5,800.00	5,800.00
TOTAL PAYMENT AMOUNT						5,800.00 *	5,800.00
021194/00		PRUDENTIAL OVERALL SUPPLY INC					
272 PO-120250	01/20/2012	180121201	1	01-0000-0-5800-111-0000-8200-007-000	NN P	109.85	109.85
1185 PO-121007	01/20/2012	180121202	1	01-7230-0-5600-112-0000-3600-007-000	NN P	46.79	46.79
TOTAL PAYMENT AMOUNT						156.64 *	156.64
010627/00		RIVERVIEW INTERNATIONAL TRUCKS					
150 PO-120099	01/20/2012	752144	1	01-7230-0-4300-112-0000-3600-007-000	NN P	9.72	9.72
TOTAL PAYMENT AMOUNT						9.72 *	9.72
018370/00		STANLEY CONVERGENT SECURITY					
90 PO-120061	01/20/2012	8902781	1	01-0000-0-5800-106-0000-8110-007-000	NN P	2,435.79	2,435.79
90 PO-120061	01/20/2012	8876720	1	01-0000-0-5800-106-0000-8110-007-000	NN P	164.79	164.79
90 PO-120061	01/20/2012	8895750	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

81 CENTER UNIFIED SCHOOL DIST.

ACCOUNTS PAYABLE PRELIST
 BATCH: 0040 01202012
 FUND : 01 GENERAL FUND

J3584 APY500 H.02.05 01/19/12 PAGE 5
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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			
020252/00		STAPLES BUSINESS ADVANTAGE						
1418	PO-121211	01/20/2012 111804657		1	01-5640-0-4300-601-9728-3150-017-000 NN F		183.68	166.97
					TOTAL PAYMENT AMOUNT	166.97 *		166.97
010137/00		STATE BOARD OF EQUALIZATION						
289	PO-120267	01/20/2012 57-415168		1	01-7230-0-5800-112-0000-3600-007-000 NN P		55.51	55.51
					TOTAL PAYMENT AMOUNT	55.51 *		55.51
018066/00		SUPER DUPER INC.						
1455	PO-121223	01/20/2012 1740235A		1	01-5640-0-4300-601-9728-3150-017-000 YN F		353.04	323.45
1467	PO-121232	01/20/2012 1740234A		1	01-5640-0-4300-601-9728-3150-017-000 NN F		183.07	169.90
					TOTAL PAYMENT AMOUNT	493.35 *		493.35
					TOTAL USE TAX AMOUNT	25.07		
017253/00		TERKENSHA ASSOCIATES NORTH						
992	PO-120842	01/20/2012 11/15,12/6		1	01-6250-0-5800-601-0000-3110-017-000 NN P		210.00	210.00
993	PO-120843	01/20/2012 11/3,11/17,12/1,12/8		1	01-6250-0-5800-601-0000-3110-017-238 NN P		720.00	720.00
					TOTAL PAYMENT AMOUNT	930.00 *		930.00
021217/00		UNITED REFRIGERATION INC						
100	PO-120066	01/20/2012 33196048-00		1	01-8150-0-4300-106-0000-8110-007-000 NN P		240.84	240.84
					TOTAL PAYMENT AMOUNT	240.84 *		240.84
022221/00		WESTERN HEALTH ADVANTAGE						
PV-121043	01/20/2012	WESTERN HEALTH FEB			01-0000-0-9552-000-0000-0000-000-000 NN			86,083.50
					TOTAL PAYMENT AMOUNT	86,083.50 *		86,083.50
					TOTAL FUND PAYMENT	282,927.43 **		282,927.43
					TOTAL USE TAX AMOUNT	25.07		

ACCOUNTS PAYABLE PRELIST
 BATCH: 0040 01202012
 FUND : 13 CAFETERIA FUND

J3584 APY500 H.02.05 01/19/12 PAGE 6
 << Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
021194/00	PRUDENTIAL OVERALL SUPPLY INC									
284 PO-120262	01/20/2012	180120172							67.10	67.10
284 PO-120262	01/20/2012	180119665							67.10	67.10
							134.20 *		134.20	134.20
TOTAL PAYMENT AMOUNT										
011255/00	SARA LEE BAKERY GROUP									
280 PO-120258	01/20/2012	OH							145.76	145.76
280 PO-120258	01/20/2012	GLOBAL YOUTH							34.34	34.34
280 PO-120258	01/20/2012	CHS							73.12	73.12
280 PO-120258	01/20/2012	NORTH COUNTRY							160.45	160.45
280 PO-120258	01/20/2012	SPINELLI							191.26	191.26
280 PO-120258	01/20/2012	WILSON RILES							170.88	170.88
							775.81 *		775.81	775.81
TOTAL PAYMENT AMOUNT										
011422/00	SYSO OF SAN FRANCISCO									
275 PO-120253	01/20/2012	112050552							1,072.39	1,072.39
275 PO-120253	01/20/2012	112120539							1,030.32	1,030.32
275 PO-120253	01/20/2012	112190492							1,326.54	1,326.54
510 PO-120879	01/20/2012	112050552							2,448.76	2,448.76
510 PO-120879	01/20/2012	112090040/112050552							3,830.11	3,830.11
510 PO-120879	01/20/2012	112190492							3,555.34	3,555.34
							13,263.46 *		13,263.46	13,263.46
TOTAL PAYMENT AMOUNT										
									14,173.47 **	14,173.47

BATCH: 0040 01202012

03384 AF
 << Open >>

FUND : 14

DEFERRED MAINTENANCE FUND

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										
020742/00		LEGACY ROOFING & WATERPROOFING	[REDACTED]										
1022 PO-120868	01/20/2012	200417 B	1 14-0024-0-5600-106-9605-8110-007-000 NN F									5,496.00	4,442.09
			TOTAL PAYMENT AMOUNT				4,442.09 *						4,442.09
			TOTAL FUND PAYMENT				4,442.09 **						4,442.09
			TOTAL BATCH PAYMENT				301,542.99 ***			0.00			301,542.99
			TOTAL USE TAX AMOUNT				25.07						
			TOTAL DISTRICT PAYMENT				301,542.99 ****			0.00			301,542.99
			TOTAL USE TAX AMOUNT				25.07						
			TOTAL FOR ALL DISTRICTS:				301,542.99 ****			0.00			301,542.99
			TOTAL USE TAX AMOUNT				25.07						

Number of warrants to be printed: 39, not counting voids due to stub overflows.

Batch status: A All

From batch: 0042

To batch: 0042

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.
012712

ACCOUNTS PAYABLE PRELIST
BATCH: 0042 012712
FUND : 01 GENERAL FUND

J3970 APY500 H.02.05 01/26/12 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017011/00	ANDERSON, NANCY							
1586 PO-121308	01/27/2012	REIMB MED		1 01-0000-0-3404-120-0000-7110-000-000 NN F			50.00	50.00
TOTAL PAYMENT AMOUNT							50.00 *	50.00
017493/00	APPLE EDUCATION							
1409 PO-121259	01/27/2012	9981454317		1 01-5640-0-4400-601-9728-3110-017-085 NN P			74.00	74.00
1409 PO-121259	01/27/2012	9981623407		1 01-5640-0-4400-601-9728-3110-017-085 NN F			544.49	541.18
1473 PO-121300	01/27/2012	9981632424		4 01-5640-0-4400-601-9728-1000-017-090 NN F			570.06	570.06
1473 PO-121300	01/27/2012	9981632424		3 01-5640-0-4400-601-9728-3120-017-000 NN F			447.29	447.29
1473 PO-121300	01/27/2012	9981632424		1 01-5640-0-4400-601-9728-3140-017-089 NN F			343.92	343.92
1473 PO-121300	01/27/2012	9981632424		2 01-5640-0-4400-601-9728-3150-017-000 NN F			570.34	570.34
1473 PO-121300	01/27/2012	9981632424		5 01-6500-0-4400-102-5001-2700-003-000 NN F			1,009.80	1,009.80
1535 PO-121301	01/27/2012	9982283603		1 01-3010-0-4400-371-1110-1000-012-000 NN P			541.18	541.18
1535 PO-121301	01/27/2012	9982106409		1 01-3010-0-4400-371-1110-1000-012-000 NN F			33.74	31.10
TOTAL PAYMENT AMOUNT							4,128.87 *	4,128.87
018533/00	ATKINSON ANDELSON LOYA RUUD							
1618 PO-121363	01/27/2012	396444		1 01-0000-0-5804-110-0000-7200-004-000 NE F			1,448.87	1,448.87
TOTAL PAYMENT AMOUNT							1,448.87 *	1,448.87
019504/00	B & H PHOTO-VIDEO							
1477 PO-121241	01/27/2012	56777931		1 01-3010-0-4300-240-1110-1000-011-000 YN F			564.61	439.80
TOTAL PAYMENT AMOUNT							439.80 *	439.80
TOTAL USE TAX AMOUNT							34.08	
021669/00	BAIONI, RON							
1571 PO-121326	01/27/2012	REIMB		1 01-0000-0-5600-371-0000-2700-012-000 NN F			101.73	101.73
1570 PO-121354	01/27/2012	REIMB		1 01-0000-0-5210-371-0000-2700-012-000 NN F			16.65	16.65
TOTAL PAYMENT AMOUNT							118.38 *	118.38
014056/00	BENDER, LINDA							
1619 PO-121373	01/27/2012	REIMB		1 01-6520-0-5200-472-5770-1110-003-000 NN F			325.29	325.29
TOTAL PAYMENT AMOUNT							325.29 *	325.29

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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				
020650/00	BLACKWELL, BARBARA						
1568 PO-121324	01/27/2012	REIMB	1 01-0000-0-4300-371-0000-2700-012-000 NN F			19.37	19.37
TOTAL PAYMENT AMOUNT			19.37 *				19.37
020540/00	CALIFORNIA AMERICAN WATER CO						
25 PO-120158	01/27/2012	05-0053101-7	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,819.73	1,819.73
25 PO-120158	01/27/2012	05-0550586-7	1 01-0000-0-5540-106-0000-8110-007-000 NN P			667.75	667.75
25 PO-120158	01/27/2012	05-0053100-9	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,233.96	1,233.96
25 PO-120158	01/27/2012	05-0401542-1	1 01-0000-0-5540-106-0000-8110-007-000 NN P			317.18	317.18
25 PO-120158	01/27/2012	05-0054874-8	1 01-0000-0-5540-106-0000-8110-007-000 NN P			293.68	293.68
25 PO-120158	01/27/2012	05-0054876-3	1 01-0000-0-5540-106-0000-8110-007-000 NN P			124.54	124.54
25 PO-120158	01/27/2012	05-0062336-8	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,404.94	1,404.94
25 PO-120158	01/27/2012	05-0052956-5	1 01-0000-0-5540-106-0000-8110-007-000 NN P			971.74	971.74
25 PO-120158	01/27/2012	05-0052955-7	1 01-0000-0-5540-106-0000-8110-007-000 NN P			5,959.28	5,959.28
25 PO-120158	01/27/2012	05-0482624-9	1 01-0000-0-5540-106-0000-8110-007-000 NN P			857.15	857.15
25 PO-120158	01/27/2012	05-0482625-6	1 01-0000-0-5540-106-0000-8110-007-000 NN P			673.60	673.60
25 PO-120158	01/27/2012	05-0509237-9	1 01-0000-0-5540-106-0000-8110-007-000 NN P			362.84	362.84
25 PO-120158	01/27/2012	050052643-9	1 01-0000-0-5540-106-0000-8110-007-000 NN P			715.03	715.03
TOTAL PAYMENT AMOUNT			15,401.42 *				15,401.42
015871/00	CARPOFF, ANTONETTE						
1634 PO-121351	01/27/2012	REIMB	1 01-0000-0-9210-000-0000-0000-000-000 NN F			553.00	553.00
TOTAL PAYMENT AMOUNT			553.00 *				553.00
016137/00	CARRILLO, KATHLEEN						
1652 PO-121386	01/27/2012	000-117	1 01-7230-0-5800-112-0000-3600-007-000 NN P			9.47	9.47
1652 PO-121386	01/27/2012	000-81	1 01-7230-0-5800-112-0000-3600-007-000 NN P			17.42	17.42
TOTAL PAYMENT AMOUNT			26.89 *				26.89
020305/00	CDW GOVERNMENT INC.						
1537 PO-121302	01/27/2012	D 594083	1 01-3010-0-4300-371-1110-1000-012-000 NN F			46.97	46.97
TOTAL PAYMENT AMOUNT			46.97 *				46.97

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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		
014449/00		CENTER HIGH SCHOOL STUDENT					
1579 PO-121332	01/27/2012	J HARRIS /MCKINNEY VINTO	1 01-5630-0-4300-601-1220-1000-017-000	NN	F	20.00	20.00
		TOTAL PAYMENT AMOUNT		20.00 *			20.00
019910/00		CHANEY, AMY					
1638 PO-121378	01/27/2012	REIMB	1 01-7220-0-4300-472-1110-1000-014-000	NN	F	159.05	159.05
		TOTAL PAYMENT AMOUNT		159.05 *			159.05
016355/00		CHILD THERAPY TOYS.COM					
1445 PO-121216	01/27/2012	ORDER 29093/33458	1 01-6250-0-4300-601-0000-3110-017-238	YN	F	94.22	92.76
		TOTAL PAYMENT AMOUNT		92.76 *			92.76
		TOTAL USE TAX AMOUNT		7.19			
010063/00		CURRICULUM ASSOCIATES INC					
1539 PO-121297	01/27/2012	90136122	1 01-3010-0-4300-371-1110-1000-012-000	NN	F	598.82	599.96
		TOTAL PAYMENT AMOUNT		599.96 *			599.96
017676/00		DAWSON OIL COMPANY INC.					
1609 PO-121350	01/27/2012	1089799	1 01-7230-0-4300-112-0000-3600-007-000	NN	F	1,510.49	1,510.49
		TOTAL PAYMENT AMOUNT		1,510.49 *			1,510.49
016483/00		DEVELOPMENTAL STUDIES CENTER					
1515 PO-121278	01/27/2012	ORDER 70042	1 01-6500-0-4300-102-5001-2700-003-000	NN	F	2,159.88	2,159.88
		TOTAL PAYMENT AMOUNT		2,159.88 *			2,159.88
018893/00		DIAMOND DIESEL SERVICES INC					
1598 PO-121343	01/27/2012	17343-2	1 01-7230-0-4300-112-0000-3600-007-000	NN	F	30.81	30.81
		TOTAL PAYMENT AMOUNT		30.81 *			30.81

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MP		
015800/00		DISCOUNT SCHOOL SUPPLY					
1453 PO-121221	01/27/2012	D15186900101	1	01-6250-0-4300-601-0000-3110-017-000	NN F	123.02	116.26
TOTAL PAYMENT AMOUNT						116.26 *	116.26
020870/00		EDUCATIONAL TESTING SERVICE					
1563 PO-121321	01/27/2012	SP20032452	1	01-0000-0-4300-103-0000-3160-003-911	NN F	543.37	543.37
TOTAL PAYMENT AMOUNT						543.37 *	543.37
011132/00		FEDEX					
306 PO-120283	01/27/2012	7-764-79701	1	01-0000-0-5901-105-0000-7200-005-000	NN F	22.82	22.82
306 PO-120283	01/27/2012	7-764-79701	2	01-0000-0-5901-105-0000-7200-005-000	NN P	39.73	39.73
TOTAL PAYMENT AMOUNT						62.55 *	62.55
011806/00		FERGUSON ENTERPRISES INC					
1604 PO-121346	01/27/2012	1666735	1	01-8150-0-4300-106-0000-8110-007-000	NN P	324.63	324.63
TOTAL PAYMENT AMOUNT						324.63 *	324.63
011772/00		FOLLETT SOFTWARE COMPANY					
1569 PO-121325	01/27/2012	988406	1	01-0000-0-5800-472-0000-2420-014-000	NN F	450.00	450.00
TOTAL PAYMENT AMOUNT						450.00 *	450.00
021754/00		GAYNOR TELESYSTEMS INC					
1649 PO-121383	01/27/2012	INV 000020079	1	01-8150-0-5800-106-0000-8110-007-000	NN F	212.38	212.38
TOTAL PAYMENT AMOUNT						212.38 *	212.38
022347/00		GIVE SOMETHING BACK					
1483 PO-121248	01/27/2012	1905182-0	1	01-5640-0-4300-601-9728-1000-017-081	NN F	329.19	318.24
1560 PO-121319	01/27/2012	1912258-0	1	01-0000-0-4300-472-1275-1000-014-000	NN F	102.84	102.84
TOTAL PAYMENT AMOUNT						421.08 *	421.08

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	Liq Amt	Net Amount
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015392/00 HAL LEONARD CORPORATION

1583 PO-121307 01/27/2012 71246050

TOTAL PAYMENT AMOUNT 1 01-0054-0-4300-236-1110-1000-009-000 NN F 571.72 * 571.72 571.72

015636/00 HASTIE'S SAND AND GRAVEL

1600 PO-121345 01/27/2012 107409

TOTAL PAYMENT AMOUNT 1 01-0000-0-4300-472-1801-1000-014-000 NN F 894.33 * 894.33 894.33

014466/00 HAYES, TRACY

1589 PO-121357 01/27/2012 REIMB

TOTAL PAYMENT AMOUNT 1 01-0000-0-4300-371-1110-1000-012-000 NN F 7.17 * 7.17 7.17

017002/00 HOME DEPOT CREDIT SERVICES

52 PO-120163 01/27/2012 6669 00097 51702

TOTAL PAYMENT AMOUNT 1 01-8150-0-4300-106-0000-8110-007-000 NN P 548.45 * 548.45 548.45

017912/00 J.J. KELLER & ASSOC. INC.

1613 PO-121360 01/27/2012 009066358

TOTAL PAYMENT AMOUNT 1 01-7240-0-5800-112-5001-3600-007-000 NN F 429.86 * 429.86 429.86

017726/00 LOS ANGELES FREIGHTLINER

121 PO-120187 01/27/2012 BN28699

TOTAL PAYMENT AMOUNT 1 01-7230-0-4300-112-0000-3600-007-000 NN P 63.10 * 63.10 63.10

016167/00 LYONS, ANNE

1620 PO-121374 01/27/2012 REIMB

TOTAL PAYMENT AMOUNT 1 01-6501-0-4300-601-5770-1190-017-000 NN F 83.31 * 83.31 83.31

018021/00 MARY JANE MERCER CCC SLP

1546 PO-121310 01/27/2012 NOV DEC 2011

TOTAL PAYMENT AMOUNT 1 01-6500-0-5800-102-5750-1180-003-000 NY P 595.00 * 595.00 595.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019545/00	MICHAEL WRIGHT						
1557 PO-121317	01/27/2012	REIMB	1 01-0000-0-4300-472-1275-1000-014-000 NN F		61.94	61.94	
			TOTAL PAYMENT AMOUNT	61.94 *		61.94	
014588/00	MILLER, CHERYL A.						
1658 PO-121390	01/27/2012	REIMB	1 01-6500-0-4300-102-5770-1110-003-004 NN F		61.39	61.39	
			TOTAL PAYMENT AMOUNT	61.39 *		61.39	
021255/00	NELIPOVICH, LUDA						
1558 PO-121318	01/27/2012	REIMB AUG-DEC MILEAGE	1 01-0000-0-5210-103-0000-2110-003-000 NN F		47.17	47.17	
			TOTAL PAYMENT AMOUNT	47.17 *		47.17	
018848/00	NORTHERN SPEECH SERVICES						
1457 PO-121225	01/27/2012	INV JAN 16 2012	1 01-5640-0-4300-601-9728-3150-017-000 YN F		438.03	388.59	
			TOTAL PAYMENT AMOUNT	388.59 *		388.59	
			TOTAL USE TAX AMOUNT	30.12			
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1430 PO-121244	01/27/2012	592524802001	1 01-0000-0-4300-105-0000-7200-005-000 NN F		18.60	30.16	
1540 PO-121303	01/27/2012	594036728001	1 01-0000-0-4300-238-1110-1000-010-000 NN F		268.98	268.98	
			TOTAL PAYMENT AMOUNT	299.14 *		299.14	
011822/00	OLARIU, STEFAN						
1441 PO-121201	01/27/2012	000-81	1 01-7230-0-5800-112-0000-3600-007-000 NN F		12.72	7.95	
1651 PO-121385	01/27/2012	000-113	1 01-7230-0-5800-112-0000-3600-007-000 NN P		28.25	28.25	
1651 PO-121385	01/27/2012	000-114	1 01-7230-0-5800-112-0000-3600-007-000 NN P		15.89	15.89	
1651 PO-121385	01/27/2012	000-138A	1 01-7230-0-5800-112-0000-3600-007-000 NN F		15.86	14.99	
			TOTAL PAYMENT AMOUNT	67.08 *		67.08	
018882/00	PACENT LEARNING SOLUTIONS						
1588 PO-121336	01/27/2012	12-010	1 01-3010-0-4300-371-1110-1000-012-000 NN F		1,533.77	1,227.02	
			TOTAL PAYMENT AMOUNT	1,227.02 *		1,227.02	

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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				
010426/00	PAULS SAFE & LOCK						
68 PO-120052	01/27/2012	14868	1 01-8150-0-4300-106-0000-8110-007-000 NY P			15.00	15.00
TOTAL PAYMENT AMOUNT						15.00 *	15.00
021157/00	PHYSICAL THERAPY CLINICS INC						
206 PO-120145	01/27/2012	31106	1 01-0000-0-5800-100-1110-1000-005-955 NN P			2,300.00	2,300.00
TOTAL PAYMENT AMOUNT						2,300.00 *	2,300.00
014069/00	PLATT ELECTRIC SUPPLY						
1249 PO-121068	01/27/2012	0950286	1 01-8150-0-4300-106-0000-8110-007-000 NN P			21.95	21.95
1249 PO-121068	01/27/2012	0959296	1 01-8150-0-4300-106-0000-8110-007-000 NN P			977.99	977.99
TOTAL PAYMENT AMOUNT						999.94 *	999.94
010096/00	POSTAGE BY PHONE RESERVE ACCT	841386389					
1577 PO-121330	01/27/2012	15072143	1 01-0000-0-5901-105-0000-7200-005-000 NN F			10,000.00	10,000.00
TOTAL PAYMENT AMOUNT						10,000.00 *	10,000.00
021401/00	PRACTI-CAL INC						
1554 PO-121316	01/27/2012	19366	1 01-5640-0-5800-103-0000-3140-003-000 NN P			14.57	14.57
1554 PO-121316	01/27/2012	19415	1 01-5640-0-5800-103-0000-3140-003-000 NN P			142.21	142.21
1554 PO-121316	01/27/2012	19516	1 01-5640-0-5800-103-0000-3140-003-000 NN P			32.42	32.42
1554 PO-121316	01/27/2012	19607	1 01-5640-0-5800-103-0000-3140-003-000 NN P			7.76	7.76
1554 PO-121316	01/27/2012	19967	1 01-5640-0-5800-103-0000-3140-003-000 NN P			3,775.00	3,775.00
1554 PO-121316	01/27/2012	20078	1 01-5640-0-5800-103-0000-3140-003-000 NN F			556.90	556.90
1605 PO-121347	01/27/2012	20411	1 01-5640-0-5800-103-0000-3140-003-000 NN P			63.52	63.52
1605 PO-121347	01/27/2012	20606	1 01-5640-0-5800-103-0000-3140-003-000 NN F			2,416.08	2,416.08
TOTAL PAYMENT AMOUNT						7,008.46 *	7,008.46
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
1185 PO-121007	01/27/2012	180119666	1 01-7230-0-5600-112-0000-3600-007-000 NN P			46.79	46.79
1185 PO-121007	01/27/2012	180121711	1 01-7230-0-5600-112-0000-3600-007-000 NN P			46.79	46.79
TOTAL PAYMENT AMOUNT						93.58 *	93.58

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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				
020781/00	PTM DOCUMENT SYSTEMS						
1470 PO-121234	01/27/2012	0019753	1 01-0000-0-4300-105-0000-7200-005-000 NN F			267.17	267.17
TOTAL PAYMENT AMOUNT						267.17 *	267.17
020634/00	PURDY, JANE						
1574 PO-121329	01/27/2012	REIMB	1 01-0000-0-4300-472-1218-1000-014-000 NN F			32.20	32.20
TOTAL PAYMENT AMOUNT						32.20 *	32.20
017016/00	RADIO SHACK CORPORATION						
673 PO-120577	01/27/2012	050608	1 01-8150-0-4300-106-0000-8110-007-000 NN F			20.45	20.45
1657 PO-121389	01/27/2012	046821	1 01-7230-0-4300-112-0000-3600-007-000 NN F			6.45	6.45
TOTAL PAYMENT AMOUNT						26.90 *	26.90
010627/00	RIVERVIEW INTERNATIONAL TRUCKS						
150 PO-120099	01/27/2012	753746	1 01-7230-0-4300-112-0000-3600-007-000 NN P			226.18	226.18
TOTAL PAYMENT AMOUNT						226.18 *	226.18
019951/00	ROBINSON, PAULA						
1584 PO-121356	01/27/2012	POSTAGE REIMB	1 01-0000-0-5901-102-9745-3130-003-000 NN F			14.66	14.66
TOTAL PAYMENT AMOUNT						14.66 *	14.66
010552/00	SAC VAL JANITORIAL						
974 PO-120819	01/27/2012	01969098	1 01-0000-0-9320-000-0000-0000-000-000 NN P			525.28	525.28
974 PO-120819	01/27/2012	01969094	1 01-0000-0-9320-000-0000-0000-000-000 NN F			1,807.92	2,847.56
TOTAL PAYMENT AMOUNT						3,372.84 *	3,372.84
010266/00	SACRAMENTO COUNTY UTILITIES						
78 PO-120174	01/27/2012	50008418859	1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,884.77	2,884.77
TOTAL PAYMENT AMOUNT						2,884.77 *	2,884.77

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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				
010270/00	SACRAMENTO FOR TRACTORS							
1599 PO-121144	01/27/2012	RO 1216 W05935		1 01-7230-0-5600-112-0000-3600-007-000 NN F			716.43	716.43
				TOTAL PAYMENT AMOUNT	716.43 *			716.43
010802/00	SACRAMENTO MACHINERY CO.							
79 PO-120056	01/27/2012	998372		1 01-8150-0-4300-106-0000-8110-007-000 NN P			26.40	26.40
				TOTAL PAYMENT AMOUNT	26.40 *			26.40
013973/00	SAMBA HOLDINGS INC							
154 PO-120102	01/27/2012	0159978IN		1 01-7230-0-4300-112-0000-3600-007-000 NN P			39.95	39.95
				TOTAL PAYMENT AMOUNT	39.95 *			39.95
018385/00	SCHOOL NURSE SUPPLY INC.							
1526 PO-121283	01/22/2012	0379711-IN		1 01-5640-0-4300-601-9728-3140-017-000 NN F			693.69	693.70
				TOTAL PAYMENT AMOUNT	693.70 *			693.70
010373/00	SCHOOLS INSURANCE AUTHORITY							
283 PO-120261	01/27/2012	2012UST-KAM.12		1 01-7230-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
				TOTAL PAYMENT AMOUNT	150.00 *			150.00
017287/00	SHERIFF'S CIVIL DIVISION							
1635 PO-121352	01/27/2012	REIMB		1 01-0000-0-9210-000-0000-0000-000-000 NN F			405.90	405.90
				TOTAL PAYMENT AMOUNT	405.90 *			405.90
010376/00	SLAKEY BROS. INC.							
87 PO-120178	01/27/2012	17030058-00		1 01-8150-0-4300-106-0000-8110-007-000 NN P			187.88	187.88
				TOTAL PAYMENT AMOUNT	187.88 *			187.88
020462/00	STAPLES ADVANTAGE							
1271 PO-121266	01/27/2012	111926520		1 01-6500-0-4300-102-5001-2700-003-000 NN F			47.78	47.78
				TOTAL PAYMENT AMOUNT	47.78 *			47.78

81 CENTER UNIFIED SCHOOL DIST.
012712

ACCOUNTS PAYABLE PRELIST
BATCH: 0042 012712
FUND : 01 GENERAL FUND

J3970 APY500 H.02.05 01/26/12 PAGE 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				
020252/00		STAPLES BUSINESS ADVANTAGE					
1528 PO-121285	01/27/2012	111926509	1 01-6500-0-4300-102-5770-1120-003-022 NN F			32.16	26.07
1276 PO-121287	01/27/2012	111948682	1 01-0000-0-4300-472-1110-1000-014-472 NN F			84.01	68.78
		TOTAL PAYMENT AMOUNT		94.85 *			94.85
018066/00		SUPER DUPER INC.					
1369 PO-121267	01/27/2012	1742130A	1 01-6500-0-4300-102-5770-1120-003-025 YN F			55.94	51.92
		TOTAL PAYMENT AMOUNT		51.92 *			51.92
		TOTAL USE TAX AMOUNT		4.02			
021813/00		SUREWEST					
92 PO-120182	01/27/2012	604800-0001	1 01-0000-0-5902-106-0000-8110-007-000 NN P			3.22	3.22
		TOTAL PAYMENT AMOUNT		3.22 *			3.22
022254/00		VALLEY POWER SYSTEMS INC					
1493 PO-121257	01/27/2012	J79007 W/CORE CREDIT	1 01-7230-0-4300-112-0000-3600-007-000 NN P			1,225.80	1,225.80
		TOTAL PAYMENT AMOUNT		1,225.80 *			1,225.80
019842/00		WFCB-OSH COMMERCIAL SERVICES					
65 PO-120166	01/27/2012	02110129280123 2012	1 01-8150-0-4300-106-0000-8110-007-000 NN P			10.76	10.76
65 PO-120166	01/27/2012	021101131801122012	1 01-8150-0-4300-106-0000-8110-007-000 NN P			18.80	18.80
65 PO-120166	01/27/2012	021103334701112012	1 01-8150-0-4300-106-0000-8110-007-000 NN P			30.15	30.15
277 PO-120255	01/27/2012	021101029901042012	1 01-0000-0-9320-000-0000-0000-000 NN P			18.30	18.30
		TOTAL PAYMENT AMOUNT		78.01 *			78.01
015819/00		WILLIAM RILEY					
1580 PO-121355	01/27/2012	DEC MILEAGE	1 01-5630-0-5800-601-1220-1000-017-000 NN F			14.76	14.76
		TOTAL PAYMENT AMOUNT		14.76 *			14.76
020672/00		WILLIAMS, CHERYL					
1520 PO-121353	01/27/2012	REIMB	1 01-5640-0-5800-601-9728-3110-017-085 NN F			50.00	50.00
		TOTAL PAYMENT AMOUNT		50.00 *			50.00

81 CENTER UNIFIED SCHOOL DIST.
012712

ACCOUNTS PAYABLE PRELIST
BATCH: 0042 012712
FUND : 01 GENERAL FUND

J3970 APY500 H.02.05 01/26/12 PAGE 11
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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				
022348/00	WILSON, SHERRY						
1344 PO-121154	01/27/2012	000-122	1 01-7230-0-5600-112-0000-3600-007-000 NN P			10.33	10.33
			TOTAL PAYMENT AMOUNT	10.33 *			10.33
019678/00	WORKABILITY I REGION 4						
1615 PO-121362	01/27/2012	REG L BENDER S PACHECO	1 01-6520-0-5200-472-5770-1110-003-000 NN F			200.00	200.00
			TOTAL PAYMENT AMOUNT	200.00 *			200.00
017753/00	WORLD DATA PRODUCTS						
1545 PO-121306	01/27/2012	SI-168193-201	1 01-0000-0-4400-115-0000-7700-007-000 NN F			343.72	343.72
			TOTAL PAYMENT AMOUNT	343.72 *			343.72
			TOTAL FUND PAYMENT	66,189.70 **			66,189.70
			TOTAL USE TAX AMOUNT	75.41			

81 CENTER UNIFIED SCHOOL DIST.
012712

ACCOUNTS PAYABLE PRELIST
BATCH: 0042 012712
FUND : 11 ADULT EDUCATION 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
021816/00	STAYTON, PATRICIA E.						
1602 PO-121371	01/27/2012	REIMB	1 11-0030-0-5200-601-4130-1000-017-000 NN F			115.00	115.00
		TOTAL PAYMENT AMOUNT	115.00 *				115.00
		TOTAL FUND PAYMENT	115.00 **				115.00

81 CENTER UNIFIED SCHOOL DIST.
012712

ACCOUNTS PAYABLE PRELIST
BATCH: 0042 012712
FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP
							Liq Amt	Net Amount
018143/00		CHILD DEVELOPMENT CENTERS INC						
678 PO-120580	01/27/2012	5030-1211		1 12-6105-0-5800-100-8500-1000-005-000	NN	P	43,871.93	43,871.93
			TOTAL PAYMENT AMOUNT				43,871.93 *	43,871.93
			TOTAL FUND	PAYMENT			43,871.93 **	43,871.93

81 CENTER UNIFIED SCHOOL DIST.
012712

ACCOUNTS PAYABLE PRELIST
BATCH: 0042 012712
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	01/27/2012	707455	1	13-5310-0-4400-108-0000-3700-007-000	NN P	2,645.26	2,645.26
990 PO-120834	01/27/2012	707456	1	13-5310-0-4400-108-0000-3700-007-000	NN P	125.49	125.49
990 PO-120834	01/27/2012	706734	1	13-5310-0-4400-108-0000-3700-007-000	NN P	165.70	165.70
990 PO-120834	01/27/2012	706733	1	13-5310-0-4400-108-0000-3700-007-000	NN P	85.01	85.01
TOTAL PAYMENT AMOUNT				3,021.46 *			3,021.46
014460/00	FLIPPIN, KENNETH						
1640 PO-121379	01/27/2012	REFUND	1	13-5310-0-8634-000-0000-0000-000-000	NN F	44.25	44.25
TOTAL PAYMENT AMOUNT				44.25 *			44.25
014836/00	P&D COMMERCIAL PARTS & SERVICE						
664 PO-120571	01/27/2012	0014204-IN	1	13-5310-0-5600-108-0000-3700-007-000	NN P	97.47	97.47
TOTAL PAYMENT AMOUNT				97.47 *			97.47
016279/00	P&R PAPER SUPPLY						
287 PO-120265	01/27/2012	N19287-00	1	13-5310-0-4300-108-0000-3700-007-000	NN P	1,037.44	1,037.44
TOTAL PAYMENT AMOUNT				1,037.44 *			1,037.44
018495/00	POLAR KING INTERNATIONAL INC						
1564 PO-121370	01/27/2012	SI 116067	1	13-5310-0-6400-108-0000-8500-007-000	NN F	3,244.52	3,244.52
TOTAL PAYMENT AMOUNT				3,244.52 *			3,244.52
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
284 PO-120262	01/27/2012	180120680	1	13-5310-0-5800-108-0000-3700-007-000	NN P	67.10	67.10
284 PO-120262	01/27/2012	180121200	1	13-5310-0-5800-108-0000-3700-007-000	NN P	67.10	67.10
TOTAL PAYMENT AMOUNT				134.20 *			134.20
017334/00	SEVEN UP BOTTLING CO. OF S.F.						
290 PO-120268	01/27/2012	2189208528	1	13-5310-0-4700-108-0000-3700-007-000	NN P	720.00	720.00
TOTAL PAYMENT AMOUNT				720.00 *			720.00

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81 CENTER UNIFIED SCHOOL DIST.
012712

ACCOUNTS PAYABLE PRELIST
BATCH: 0042 012712
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		
017002/00	HOME DEPOT CREDIT SERVICES						
1490 PO-121254	01/27/2012	66691703487	1 14-0024-0-4300-106-9606-8110-007-000 NN F	600.00	575.34		
			TOTAL PAYMENT AMOUNT	575.34 *		575.34	
			TOTAL FUND PAYMENT	575.34 **			575.34

81 CENTER UNIFIED SCHOOL DIST.
012712

ACCOUNTS PAYABLE PRELIST
BATCH: 0042 012712
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				
019750/00	CAPITAL PROGRAM MGMT INC						
423 PO-120371	01/27/2012	54	1 21-0000-0-6234-106-9600-8500-007-000 NN P			4,292.00	4,292.00
TOTAL PAYMENT AMOUNT						4,292.00 *	4,292.00
018500/00	WARREN CONSULTING ENGINEERS						
1171 PO-120997	01/27/2012	31666	1 21-0000-0-5800-106-9609-8500-007-000 NN P			5,245.00	5,245.00
1171 PO-120997	01/27/2012	31668	1 21-0000-0-5800-106-9609-8500-007-000 NN P			5,657.50	5,657.50
TOTAL PAYMENT AMOUNT						10,902.50 *	10,902.50
TOTAL FUND PAYMENT						15,194.50 **	15,194.50
TOTAL BATCH PAYMENT						145,642.56 ***	145,642.56
TOTAL USE TAX AMOUNT						75.41	145,642.56
TOTAL DISTRICT PAYMENT						145,642.56 ****	145,642.56
TOTAL USE TAX AMOUNT						75.41	145,642.56
TOTAL FOR ALL DISTRICTS:						145,642.56 ****	145,642.56
TOTAL USE TAX AMOUNT						75.41	145,642.56

Number of warrants to be printed: 86, 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: February 8, 2012

Attached Pages 6

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials: **SUBJECT: 2012 CSBA Delegate Assembly Election**

The board as a whole may vote for up to three (3) candidates as indicated on the ballot. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2012 - March 31, 2014.

RECOMMENDATION:

**TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE THURSDAY, MARCH 15, 2012**

January 31, 2012

MEMORANDUM

TO: All Board Presidents and Superintendents
CSBA Member Boards of Education

FROM: Jill Wynns, President

SUBJECT: 2012 CSBA Delegate Assembly Election
U. S. Postmark Deadline – Thursday, March 15, 2012



Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or board clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Thursday, March 15. No exceptions are allowed.**

Election results will be available no later than Monday, April 2. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2012 – March 31, 2014. The next meeting of the Delegate Assembly is on Saturday, May 19 – Sunday, May 20 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Monday, April 2. Please do not hesitate to contact Michelle Neto in the Administration department at (800) 266-3382 should you have any questions. Thank you.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No Later Than **THURSDAY, MARCH 15, 2012**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2012 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-B
(Sacramento County)

Number of vacancies: 3 (Vote for no more than 3 candidates)

Delegates will serve two-year terms beginning April 1, 2012 – March 31, 2014

**denotes incumbent*

- ☐ Jeffrey C. Cuneo (Sacramento City USD)
- ☐ Janis Green (Twin Rivers USD)*
- ☐ Bruce Roberts (Natomas USD)*
- ☐ Teresa A. Stanley (Folsom-Cordova USD)*

Provision for Write-in Candidate Name

School District

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

Region 6 – Priscilla Cox, Director (Elk Grove USD)
18 Delegates (12 elected/4 appointed)

Below is a list of all the current Delegates from this Region.

Subregion A

Susan Lovenburg (Davis Joint USD), term expires 2012

Subregion B

Jeanette Amavisca (Elk Grove USD), appointed term expires 2013

John Gordon (Galt Joint Union ESD), term expires 2013

Janis Green (Twin Rivers USD), term expires 2012

Lisa Kaplan (Natomas USD) term expires 2013

Lucinda Luttgen (San Juan USD), appointed term expires 2012

Larry Miles (San Juan USD), appointed term expires 2013

Bruce Roberts (Natomas USD), term expires 2012

Diana Rodriguez (Sacramento City USD) appointed term expires 2013

Richard Shaw (Folsom-Cordova USD), term expires 2013

Edward Short (Folsom-Cordova USD), term expires 2013

Teresa Stanley (Folsom-Cordova USD), term expires 2012

Roger D. Westrup (Twin Rivers USD), term expires 2013

Darrel H. Woo (Sacramento City USD) appointed term expires 2014

Vacant, (Elk Grove) appointed term expires 2012

Subregion C

Ellen Driscoll (Rescue Union ESD), term expires 2012

Lyle Eickert (Buckeye Union ESD), term expires 2013

County Delegate

Heidi Weiland (El Dorado COE), term expires 2012

<u>Counties</u>

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, Amador, El Dorado, Mono (Subregion C)

**CSBA**

2012 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 9, 2012 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>Jeffrey C. Cuneo</u>	CSBA Region/Subregion: <u>6</u> / <u>B</u>
District or COE: <u>Sacramento City Unified School District</u>	Years on board: <u>1</u> ADA: <u>48000</u>
Contact Number: <u>916 201-0784</u>	E-mail: <u>jeff4schoolboard@gmail.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, how long have you served as a Delegate? _____	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

My three top educational priorities would be the following. First, I would like to raise achievement for all students so that when they graduate from a California public high school, they would be sufficiently prepared for college. Second, I would like to locate successful interventions and educational pathways to fight the achievement gap between white and minority students as well as advantaged versus disadvantaged students. Third, I would like to discuss and find appropriate, fair and successful student discipline systems that can be replicated throughout the state.

These goals are important to the Association because they lie at the heart of how and why our public school system educates its students.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/Involvement or interests in your local district or county office.

I currently serve as vice president on the SCUSD school board. In this position, I meet and confer with the Superintendent and other members of the leadership team to set our board's agenda. I have become involved in our board's discussions regarding academic achievement, student discipline and charter schools. I have also immersed myself in the issue of teacher effectiveness, how to fairly measure student performance, and how our public school system can identify and strengthen those systemic inputs so that all our students are successful.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I am interested in serving as a CSBA delegate for two reasons. First, I would like to obtain a better understanding of how districts around California are currently confronting their budget, academic and discipline issues. In effect, I want to find out what works in these districts so that we can replicate those best practices in our district. Second, I would enjoy the opportunity to become a leader in issues central to the future of our state's educational system.

I would bring a detailed knowledge of the juvenile justice system. As a juvenile public defender, I see first hand the issues facing disadvantaged youth and their failure in our education system. I would be a leader in student discipline issues given my background.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: 1/9/12

**CSBA****2012 Delegate Assembly
Candidate Biographical Sketch Form****Due: Monday, January 9, 2012** (U.S. Postmark or fax - 916.869.3305 or 916.371.3407)

Please complete, sign and date this required candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will not be accepted.

Name: <u>Janis Green</u>	CSBA Region/Subregion: <u>8</u> / <u>8</u>
District or GOE: <u>Twin Rivers Unified School District</u>	Years on board: <u>4+</u> ADA: <u>27,000+</u>
Contact Number: <u>916.554.5965, work: 916.761.6394, cell:</u>	E-mail: <u>janis.green@twinriversusd.org</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>4+</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Adequate school funding, along with added flexibility, in these tight budget times.

*aligns with CSBA strategic goal: CSBA will reform school finance to provide necessary funding.

2. Effective, engaging, data-driven instruction to educate the whole child for college, career and life success.

*aligns with these CSBA strategic goals: CSBA will proactively drive a clearly defined state and federal education agenda; will strengthen school board governance to maximize student achievement and will lead efforts to close the academic achievement gaps.

3. Stable, effective school board governance and leadership.

*aligns with these CSBA strategic goals: CSBA will position school boards as leaders and agents of change and will change the image of public schools.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

Now 3 1/2 years old, TRUSD continues the work of establishing solid foundational policies, maintaining fiscal integrity, addressing student achievement and the achievement gap, and building community relationships and business partnerships. We are responsive, collaborative and service-oriented, committed to open, effective communication, and student-centered. We want students to think critically, to problem solve, and to work well with others to meet their educational goals and objectives. We serve as an example for them by being that way ourselves as we address the interests of our local district and county office.

I have enjoyed being a part of an ad hoc committee for establishing district policy and an ad hoc committee on board governance.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

As a current delegate, I provide support for the Association and its membership through attendance and participation in the Delegate Assembly, Legislative Action Conference, and local regional meetings. I have worked collaboratively with the CSBA Board of Directors, Executive Committee and staff and have insight and experience to effectively communicate the interests of our local and county offices. I support the Professional Governance Standards and have completed the Masters in Governance training offered by CSBA.

I would consider it a privilege to be elected to serve again as your Delegate Assembly representative.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Janis R. GreenDate: 01.09.12

**CSBA**

2012 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 9, 2012 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>Bruce Roberts</u>	CSBA Region/Subregion: <u>6</u> / <u>B</u>
District or COE: <u>Natomas Unified School District</u>	Years on board: <u>4 yrs</u> ADA: <u>12,350</u>
Contact Number: <u>916-396-9083</u>	E-mail: <u>broberts@natomas.k12.ca.us</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>3 yrs</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. School Funding - Funding for every district must be sufficient to meet the educational needs of every student, the current lack of state funding to schools is hurting our children. Funding needs to be stable and predictable.
2. Curriculum and Instruction – Every district should have the ability to place an emphasis on mastery of basic skills and critical thinking in an means that allows local governing board authority flexibility over its own standards.
3. Support for English Learners - CSBA needs to supports effective local programs that develop literacy and fluency in English so that our English Learner population are able to become proficient lifelong learners.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

As a Delegate I have been a presenter at the Health and Wellness Conference on the topic of "Safe Routes to School" and have presenting at the annual conference on the topic of "Finding Common Ground: Collaborative Approaches to Prevent Childhood Obesity". I attended the Local Government Summit on State Government and Fiscal Reform and I performed site validations for a Golden Bell applicants. These are all oportunites to share lessons learned.

As a site validator, I have been able to see programs in action that help to serve kids in creative and value added ways, it has been a pleasure for me to learn from others and pass on the information gained so that these lessons can be put to use by others.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

Members of the Delegate Assembly are the eyes and ears of the organization, they bring ideas and prospectives that allow the organization to grow and maintain relevancy.

I hope to continue as a member of the delegate assemble, I want to be part of an organization that represents all the schools in our regions with vigor and determination. Working together the voices of each district are amplified and we are able to effectively advocate the issues that affect each and every one of us.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: _____

1-9-2012



2012 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 9, 2012 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>Teresa A. Stanley</u>	CSBA Region/Subregion: <u>6</u> / <u> </u>
District or COE: <u>Folsom Cordova Unified School District</u>	Years on board: <u>15</u> ADA: <u>19,000</u>
Contact Number: <u>916-215-3830</u>	E-mail: <u>tstanley@fcusd.org</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>13 years</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

- 1) Gaining local control of resources and decision-making for districts: this is important because so many of the decisions for our local districts are made at the state and national level. District autonomy decreases each year, and in recent years the main decisions boards have had to make have been regarding which benefits for kids need to be reduced or terminated.
- 2) Achieving funding that meets the needs of the students of California. There is no district that does not understand the importance of this policy to the Association and districts statewide.
- 3) Expanding opportunities for students that meet their need for success in a technological, globally connected society. While districts are making necessary reductions to programs, it is even more essential that we provide resources outside of the historical, typical educational model. It is important for the Association to promote boards' interests in ensuring that no child has a throw-away school year because resources and opportunities are limited.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

For fifteen years, I have been involved with local chambers of commerce, promoting educational interests and seeking partnership opportunities. I am the education liaison to the Folsom Chamber of Commerce Governmental Affairs Committee. I regularly meet with legislators and legislative staff (both state and federal representatives). I have participated for years in regular meetings between district board/staff and city councilmembers/staff, community college representatives, and recreation/parks personnel. I formed and served on a partnership for joint-use facilities to be shared by city, college, district and community members. I have been a board liaison to curriculum advisory committees. Previously, I was a regular contributor to local newspapers on education-related matters. I am a former youth sports coach, girl scout leader, and religious educator. I have been a career day participant and speaker, have volunteered for mock trial and peer court preparation, and have served as a reviewer/judge for senior projects. I regularly participate in school reading days, youth sports and campus beautification activities. I have served as a WASC Focus Group participant.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I have served on the Delegate Assembly for about thirteen years and hope to continue being a voice for board members within an association that exists solely for helping districts provide educational resources to the children of California. The Delegate Assembly directs the policy and direction of our statewide organization, and it is important to have strong voices within that group. I have the strength and commitment to present that voice. As a delegate, I have attended 100% of Delegate Assembly meetings for thirteen years. I have served on the Nominating Committee. I have presented both at CSBA and NSBA conferences. Early on in my board tenure, I obtained a Master of Boardmanship Award. I have had the pleasure of serving as a Golden Bell award evaluator. I have held the capacity of Governmental Relations Chair for all fifteen years on my board and have attended the legislative action conference in each of those years as well.

I appreciate the consideration and vote of your board to return for another term to the Delegate Assembly.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Teresa A. Stanley Date: 1/6/2012