

# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

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

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

## **BOARD OF TRUSTEES REGULAR MEETING**

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

**Wednesday, March 20, 2013 - 6:00 p.m.**

### **STATUS**

- I. CALL TO ORDER & ROLL CALL - 5:15 p.m.
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION
  - 1. Public Employee Performance Evaluation (Certificated) - Superintendent (G.C. §54957)
  - 2. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)
  - 3. Student Expulsions/Readmissions (G.C. §54962)
- III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION
- IV. CLOSED SESSION - 5:15 p.m.
- V. OPEN SESSION - CALL TO ORDER - 6:00 p.m.
- VI. FLAG SALUTE
- VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION Info/Action
- VIII. ADOPTION OF AGENDA Action

*Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Superintendent's Office at (916) 338-6409 at least 48 hours before the scheduled Board meeting. [Government Code §54954.2] [Americans with Disabilities Act of 1990, §202.]*

**NOTICE:** The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the schedule meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

	<b>IX. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)</b>	Info
	1. Center High School - Aleah Woods	
	2. McClellan High School - Ronnie Barnes/Tyler Baumann	
	3. Antelope View Charter School - Denis Bratan	
	4. Global Youth Charter School - Niko Morris	
	<b>X. ORGANIZATION REPORTS (3 minutes each)</b>	Info
	1. CSEA - Cyndy Mitchell, President	
	2. CUTA - Heather Woods, President	
Curriculum	<b>XI. REPORTS/PRESENTATIONS (8 minutes each)</b>	Info
	1. Presentation by Grand Canyon University	
	<b>XII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA</b>	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i>	
	<b>XIII. BOARD / SUPERINTENDENT REPORTS (10 minutes)</b>	Info
Governance ↓ Personnel ↓ Spec Ed.	<b>XIV. CONSENT AGENDA (5 minutes)</b>	Action
	<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>	
	1. Approve Adoption of Minutes from February 20, 2013 Regular Meeting	
	2. Approve Change of June Board Meeting to June 12, 2013	
	3. Approve Classified Personnel Transactions	
	4. Approve Certificated Personnel Transactions	
	5. Ratify 2012/2013 Individual Service Agreements:	
	2012/13-153-176 Bright Futures	
	2012/13-177 CCHAT	
	2012/13-178 Communication Technology Education Center	
↓	6. Approve Professional Service Agreement: Supported Life Institute/CTEC	
Curriculum	7. Ratify Field Trip: 6 <sup>th</sup> Grade Students to Alliance Redwoods Education Center - Oak Hill	
↓	8. Approve Professional Service Agreement: Eaton Interpreting Services, Inc.	
↓	9. Ratify Memorandum of Understanding Between the College Board and Center High School, Center Joint Unified School District	
↓	10. Approve Memorandum of Understanding for Participation in the Sly Park Environmental Education Program	
↓	11. Ratify Memorandum of Agreement for Continuation of the Sacramento County Office of Education Maintaining and Operating Community Schools Classes for Students of the Center Joint Unified School District for Fiscal Year 2012/2013	
↓	12. Ratify 2011/12 School Accountability Report Cards (SARCs)	
↓	13. Approve Memorandum of Understanding Between K to College and Center Joint Unified School District	
↓	14. Approve Memorandum of Understanding Between Sacramento County Office of Education and Center Joint Unified School District for the CARE Intervention/Diversion Program	
↓	15. Approve WASC Report/Full Self-Study Single Plan for Student Achievement - CHS	
↓	16. Approve Change of School Name from Global College Prep Charter School to Global Youth Charter School	



- |                  |     |   |  |
|------------------|-----|---|--|
| Facilities & Op. | 17. | Approve Safe School and Emergency Preparedness Plan - McClellan   |  |
| ↓                | 18. | Approve Safe School and Emergency Preparedness Plan - Riles   |  |
| ↓                | 19. | Approve RFP #2013-100, AT&T to Provide Telecommunication Service - Local Voice Service                        |  |
| ↓                | 20. | Approve RFP #2013-101, AT&T to Provide Telecommunication Service - Long Distance Service                      |  |
| ↓                | 21. | Approve Contract with Nor Cal Asphalt Paving & Maintenance, Inc. for Dudley Parking Lot Paving Repair Project |  |
| Business         | 22. | Approve Payroll Orders: July 2012 - February 2013   |  |
| ↓                | 23. | Approve Supplemental Agenda (Vendor Warrants)   |  |

## **XV. BUSINESS ITEMS**

- |                  |           |  |        |
|------------------|-----------|--|--------|
| Facilities & Op. | <b>A.</b> | <b><u>Resolution #6/2012-13: Resolution of the Board of Education of the Center Joint Unified School District Initiating the Transfer of the Territory from the Center Joint Unified School District to the Roseville Joint Union High School District and the Roseville City School District and the Transfer of Territory from the Roseville Joint Union High School District and the Roseville City School District of the Center Joint Unified School District</u></b> | Action |
| Business         | <b>B.</b> | <b><u>Second Interim Report For Fiscal Year 2011/12</u></b><br>This report is based on all known budget guidelines set forth by the State and School Services of California. The expenditure and revenue activity covers the period of July 1, 2012 through January 31, 2013. Included in the discussion will be the use of the funds received through the Education Protection Act (EPA) which is a component of Proposition 30.  | Action |

## **XVI. ADVANCE PLANNING**

Info

- a. Future Meeting Dates:*
- i. Special Meeting: Wednesday, April 3, 2013 @ 6:00 p.m. - DO Room 5, 8408 Watt Avenue, Antelope, CA 95843*
  - ii. Regular Meeting: Wednesday, April 17, 2013 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. Suggested Agenda Items:*

- |              |   |        |
|--------------|---|--------|
| <b>XVII.</b> | <b>CONTINUATION OF CLOSED SESSION (Item IV)</b> | Action |
|--------------|---|--------|

- |               |                    |        |
|---------------|--------------------|--------|
| <b>XVIII.</b> | <b>ADJOURNMENT</b> | Action |
|---------------|--------------------|--------|



*Center Joint Unified School District*

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Superintendent's Office</b>	<b>Action Item</b> _____ <b>X</b> _____
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b> _____
<b>Date:</b>	<b>March 20, 2013</b>	<b>#Attached Pages</b> _____
<b>From:</b>	<b>Scott A. Loehr, Superintendent</b>	
<b>Principal's Initials:</b>	_____	

**SUBJECT: Adoption of Minutes**

**The minutes from the following meeting are being presented:**

**February 20, 2013 Regular Meeting**

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

# CENTER JOINT UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, February 20, 2013

### MINUTES

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

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

Administrators Present: Scott Loehr, Superintendent  
Craig Deason, Assist. Supt., Operations & Facilities  
Jeanne Bess, Director of Fiscal Services  
David Grimes, Director of Personnel/Student Services

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

1. Student Expulsions/Readmissions (G.C. §54962)
2. Conference with Labor Negotiator, David Grimes, Re: CSEA & CUTA (G.C. §54957.6)

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

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

**OPEN SESSION - CALL TO ORDER - 6:03 p.m.**

**FLAG SALUTE** - led by Steve Jackson

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

1. Student Expulsions/Readmissions (G.C. §54962)  
Student Expulsion #12/13.06 - Approved as recommended.

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

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

Student Expulsion #12/13.07 - Approved as recommended.

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

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

**ADOPTION OF AGENDA** - There was a motion to approve the adoption of the agenda as amended: pull Consent Agenda #16.

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

**Vote:** General Consent

### **STUDENT BOARD REPRESENTATIVE REPORTS**

**1. Center High School - Aleah Woods**

- Winter homecoming: Seniors came in 1<sup>st</sup> place, Sophmores got 2<sup>nd</sup>, Juniors got 3<sup>rd</sup> & Freshmen got 4<sup>th</sup> place for their skits.
- this Friday there will be a real DUI court held on the campus at 9:00 a.m.
- boys' basketball season is over; girls' basketball had a playoff game against Vanden High School.
- Progress Grades were due on Tuesday.
- March 6<sup>th</sup> will be the Elective Fair at 6:30 p.m.

**2. McClellan High School - Ronnie Barnes**

- conclusion of this grading period is this Friday, February 22.
- final testing for CAHSEE is March 12<sup>th</sup> & 13<sup>th</sup>.
- MHS teachers will be attending the CJUSD All Staff Day on Monday, February 25. Teachers will be gaining an understanding of the critical components to the Common Core.
- MHS has been chosen to be a part of the scientific study being conducted for the new Smarter Balance assessment test. This test will eventually replace the STAR testing. The new testing will be computer based. Testing will take place the week before Spring Break.
- thanked Craig Deason and all of those in the Maintenance Department for making the repairs on the weight room so the students can get back to using it; all of the hard work is really appreciated.
- Friday Night Live is currently doing an Environment Protection Project on focusing on the effects of drinking too much. Students will need to make their way through an obstacle course while wearing drunk goggles. MADD will be loaning goggles for the activity.
- MHS Eagles played well this last Friday with a victory over Phoenix High of Lincoln

**3. Antelope View Charter School - Denis Bratan**

- AVCS had a graduation meeting to discuss the time and procedures; also discussed at the meeting was the Senior Dinner. During the meeting they were able to get most of the robes paid off.
- AVCS has a new staff member, Mr. Dobson; he was hired to help lighten the work load and for doing consulting on Tuesdays and Fridays.

**4. Global Youth Charter School - Niko Morris**

- Friday before break, February 8, Global had an awards assembly. It was followed by the international potluck.
- girls soccer tryouts were today.
- track & field signups are soon.
- WASC will be visiting the school March 21.

### **ORGANIZATION REPORTS**

- 1. CSEA – Cyndy Mitchell, President, was not available to report.**

2. **CUTA** - Heather Woods, President, pointed out that students are being shorted a week of education because of the furloughs. She also shared that she enjoys going to Rep Council meetings, especially now that they make sure they discuss all of the positive things that are happening at the sites. She noted that in trying to bridge the gap from elementary to middle and middle to high school, the middle school is going to have a Community Open House and the high school is having counselors come over to speak to 8<sup>th</sup> graders. The high school will also be having an Elective Fair. Other things happening around the district were: eighth graders had their annual ballroom dance, the eighth grade GATE students went to the San Jose Tech Museum, the seventh grade boys' basketball team went undefeated, Dudley had Operation Railroad, the fifth grade students at Oak Hill had a wax museum, and the sixth graders at Oak Hill went to Alliance Redwoods. She noted that she finds it good that even during these times that we are still able to provide education outside the classroom, like Sly Park and Alliance Redwoods. She added that North Country is collecting Pennies for Patients. North Country also had a representative from the Kings organization come speak about character building.

#### **STAFF RECOGNITIONS**

David Grimes, Director of Personnel & Student Services, recognized some dedicated former employees who have retired in the first half of the year. Many of them were not in attendance, but he was able to publicly recognize Ron Elder for his many years as a bus driver.

#### **REPORTS/PRESENTATIONS**

1. **CFW Foundation Scholarship Presentation** – Emilio Flores, Vice President of CFW, presented Oche Armstrong-Shortridge with a scholarship for \$1,500.

2. **CHS Athletics Update** - Steve Jackson, Assistant Principal at Center High School

There was a motion to table this item until coaches could attend and answer questions

**Motion:** Anderson

**Ayes:** Anderson, Kelley, Pope, Wilson

**Second:** Kelley

**Noes:** Hunt

Scott Loehr asked for clarification on what the Board was looking for because there are over 20 coaches that we would need to get together. Mr. Jackson noted that not all coaches would be able to attend since spring sports are going on. Trustee Wilson said that there must be some specific things that brought this on, so probably not all coaches would need to be present. He asked if just a few specific coaches could be brought in.

Trustee Anderson noted that she had some concerns with the way the handbook is implemented or interpreted by coaches. Trustee Hunt noted that they should answer to their supervisor, not the Board. Heather Woods voiced concern over having the coaches come and be questioned in this type of setting. Trustee Kelley proposed that we listen to the report and standardize the handbook and forms.

There was a motion to reconsidered the motion.

**Motion:** Wilson

**Vote:** General Consent

**Second:** Kelley

Mr. Jackson presented the information to the board. He noted that CHS offers 15 sports, which makes up 29 teams at the Freshman, JV and Varsity levels. There were 383 students that participated last year; 119 of those participated in more than one sport. The handbook covers player expectations in attendance, grade requirements, absence policies, and the concern process. He discussed the funding for athletics as well. He discussed the payment of officials, security, and the ambulance on site. He talked about fundraisers; teams can do up to 2 fundraisers per year. They can also raise money by running the snack bar at an event. He gave a brief overview of each teams account balance.

Mr. Jordan, Principal at CHS, noted that the negative balance has built up over the last 20 years. Trustee Anderson asked if there was a way to write off the past negative balance.

Trustee Anderson said that she is concerned with coaches requiring players to buy a costly amount of athletic apparel. Mr. Jackson noted that if parents have concerns or concerns about something that is going on they need to address it to the site. Mr. Loehr noted that he has worked with Steve and Mike and it does get addressed.

Trustee Wilson told Mr. Jordan and Mr. Jackson that the more he learns about what is going on the less he envies their job.

Trustee Pope inquired on the limit of fundraising and what was classified as an actual fundraiser.

At this point of the meeting, Boy Scouts Troop 444, from Antelope, was leaving and was introduced as being in attendance at tonight's meeting.

Trustee Anderson inquired on the absences (excused & unexcused). Trustee Kelley noted that it appears that there are some conflicting rules for absences for cheerleading. Mr. Jordan noted that CIF does not consider cheerleading a sport, but follows more as a club. She noted that their handbook conflicted itself. Mr. Loehr noted that what she was looking at was actually a page from another sport. It was noted that the cheer handbook is currently being updated.

Trustee Wilson noted that he would rather have the higher standard than the lower standard for attendance at team practices. Students are less likely to get injured if they are at practice and know what they are supposed to be doing.

Mr. Loehr noted that there were legitimate concerns and they will be looked at and addressed by the site administration and/or district. Trustee Kelley noted that there should be consistency and professionalism in the way they are handled.

#### **COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA - None**

#### **BOARD/SUPERINTENDENT REPORTS**

##### **Mrs. Pope**

- thanked Mr. Jackson for the informative report.
- thanked Mr. Jackson for the great job during the lockdown at the basketball game.
- thanked CHS administration for handling the school time lockdown well too.
- attended a 2 day CSBA workshop at the end of January. She noted that we have a great district; commended the Superintendent and Cabinet for getting along and communicating. Other districts and Boards don't get along or run as smoothly. She noted that she is grateful for the great Board she is working with.
- hopes to attend Masters in Governance soon.

**BOARD/SUPERINTENDENT REPORTS (continued)**

- noted that we have fundraising opportunities at Gibson Ranch coming soon; when information is available, she will pass it on.
- noted that there is a CHS Boosters Crab Feed coming up on March 16<sup>th</sup>.
- noted that Riles has the Community Open House coming up.
- thanked Mr. Deason for making sure our schools are safe.

**Mrs. Anderson**

- noted that Cougar Football has a Crab Feed on March 9<sup>th</sup>.
- noted that someone from the track & field team came to her door with a fundraiser.
- thanked Mr. Jackson & Mr. Jordan for handling the athletic issues well.

**Mr. Hunt**

- attended the Book Fair at Oak Hill.
- went to the Railroad Museum with 100 Kindergarten students.
- noted that it is great to see education in action on & off the sites.

**Mrs. Kelley**

- had no report.

**Mr. Loehr**

- thanked Mr. Jackson for his efforts in handling 2 incidents this year.
- thanked Twin Rivers Police; they did an outstanding job in supporting us.
- had the opportunity to visit the CARE Program in Placer County, with Mr. Jordan and Mrs. Frisch.
- mentioned that Monday's District Early Out Day the focus will be on Common Core.
- noted that Wilson Riles' Community Open House is on the 27<sup>th</sup>. Ms Frisch has spoken at several PTAs and sent out autodialers to get people here.

**Mr. Wilson**

- attended the Oak Hill Wax Museum.
- went on an Oak Hill field trip to see Schoolhouse Rock.
- noted that he doesn't have a problem recognizing any sports teams at the board level.

It was recommended by Mr. Jordan that the board meeting in May be moved to CHS and the sports teams get recognized at that time.

**CONSENT AGENDA**

1. Approved Adoption of Minutes from January 16, 2013 Regular Meeting
2. Approved Adoption of Minutes from January 16, 2013 Special Meeting
3. Approved Classified Personnel Transactions
4. Approved Certificated Personnel Transactions
5. Approved Job Description - Behavior Specialist
6. Approved 2012-2015 Classified Bargaining Agreement
7. Approved 2012/2013 Individual Service Agreements:  
2012/13-142-152 Bright Futures
8. Approved Field Trip: 6<sup>th</sup> Grade Classes to Sly Park - Spinelli
9. Approved Field Trip: 5<sup>th</sup> Grade Classes to Alliance Redwoods - North Country
10. Approved 2012-2013 Safe School and Emergency Preparedness Plan - Spinelli
11. Approved 2012-2013 Safe School and Emergency Preparedness Plan - North Country
12. Approved 2012-2013 Safe School and Emergency Preparedness Plan - Dudley
13. Approved 2012-2013 Safe School and Emergency Preparedness Plan - Oak Hill



**CONSENT AGENDA (continued)**

14. Approved 2012-2013 Safe School and Emergency Preparedness Plan - AVCS & Global
15. Approved Payroll Orders: July 2012 - January 2013
16. *This item was pulled for separate consideration.*

**Motion:** Anderson

**Vote:** General Consent

**Second:** Kelley

**CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION**

16. Approved Supplemental Agenda (Vendor Warrants)

**Motion:** Anderson

**Ayes:** Anderson, Hunt, Kelley, Pope

**Second:** Kelley

**Noes:** None

**Abstain:** Wilson

**INFORMATION ITEMS**

1. Conference: "C.A.S.H. 34<sup>th</sup> Annual Conference on School Facilities" - C. Deason, C. Surryhne (O&F)

**BUSINESS ITEMS**

**A. TABLED – 2013 CSBA Delegate Assembly Election, Subregion 6-B**

Trustee Hunt noted that there are five seats and five names on the ballot, so it seems like it doesn't matter if we vote. Trustee Kelley noted that there should have been someone from Twin Rivers who is looking for endorsement, but don't see him on the list.

There was a motion to table this item.

**Motion:** Wilson

**Vote:** General Consent

**Second:** Anderson

**ADVANCE PLANNING**

**a. Future Meeting Dates:**

- i. *Regular Meeting: Wednesday, March 20, 2013 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- ii. *Special Meeting: Wednesday, April 3, 2013 – to review policies. Mr. Loehr noted that the first Wednesday in March did not work for one of the Board Members, but April 3<sup>rd</sup> appeared to be a good date.*

**b. Suggested Agenda Items:**

**ADJOURNMENT – 7:42 p.m.**

**Motion:** Anderson

**Vote:** General Consent

**Second:** Kelley

Respectfully submitted,

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

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Jeremy Hunt, Clerk  
Board of Trustees

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Adoption Date


# *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> _____
<b>To:</b> Board of Trustees	<b>Information Item</b> _____
<b>Date:</b> March 20, 2012	<b># Attached Pages</b> _____
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal/Administrator Initials:</b> _____	

<p><b>SUBJECT:</b> Change June Board Meeting to June 12, 2013</p> <p>The June Board Meeting is scheduled for June 19, 2013 (the third Wednesday). We would like to move it closer to the end of the school year and are asking that the meeting be moved up to June 12, 2013.</p> <p><b>RECOMMENDATION:</b> CJUSD Board of Trustees approve the change of the June Board Meeting to June 12, 2013.</p>
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**CONSENT AGENDA**

## Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Personnel Department	
Date:	March 20, 2013	Action Item <u>X</u>
To:	Board of Trustees	Information Item <u>    </u>
From:	David Grimes,  Director of Personnel/Student Services	# Attached Pages <u>1</u>
 <b>SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS</b>   <b>PROMOTION:</b> Julie Walker, Instructional Specialist PH/Autism   <b>NEW HIRE:</b> Olga Petrovskaya, Instructional Specialist Tracy Moe, Instructional Specialist Jamie Lewis, Instructional Specialist PH/Autism Jodie Lewis, Instructional Specialist PH/Autism Kathaleen Morgan, Instructional Specialist PH/Autism Ashley Votaw, Instructional Specialist Snezhana Tomak, Instructional Specialist PH/Autism   <b>RECOMMENDATION:</b> Approve Classified Personnel Transactions as Submitted		

CONSENT AGENDA

Julie Walker has been promoted to Instructional Specialist, PH/Autism at Center High School effective February 25, 2013.

Olga Petrovskaya has been hired as an Instructional Specialist, PH/Autism at Center High School effective February 25, 2013.

Tracy Moe has been hired as an Instructional Specialist at Center High School effective February 25, 2013.

Jamie Lewis has been hired as an Instructional Specialist, PH/ Autism at McClellan Pre-School effective February 26, 2013.


Jodie Lewis has been hired as an Instructional Specialist, PH/Autism at Spinelli Elementary School effective February 26, 2013.

Kathaleen Morgan has been hired as an Instructional Specialist, PH/Autism at Spinelli Elementary School effective February 26, 2013.

Ashley Votaw has been hired as an Instructional Specialist at Center High School effective March 4, 2013.

Snezhana Tomak has been hired as an Instructional Specialist, PH/Autism at Spinelli Elementary School effective March 7, 2013.

# *Center Joint Unified School District*

AGENDA REQUEST FOR:			
Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	March 20, 2013	Information Item	
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	 David Grimes, Director of Personnel and Student Services		

**Subject: Certificated Personnel Transactions**

**Release of Temporary Employees**

Alicia Guistino, Dudley Elementary School  
 Alexx Lommori, Wilson Riles Middle School  
 Ana Perez, Center High School  
 Todd Silverman, Dudley Elementary School  
 Ryan Stamm, Wilson Riles Middle School

**Retirements**

Patricia Spitze, Oak Hill Elementary School  
 Joanne Underwood, Dudley Elementary School  
 Jolan Wall, Spinelli Elementary School  
 Christine Wesley, North Country Elementary School

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

**CONSENT AGENDA**

### **Release of Temporary Employees**

Alicia Guistino will be released from her position as temporary Special Education Teacher, Dudley Elementary School, effective end of day on May 31, 2013.

Alexx Lommori will be released from her position as temporary Special Education Teacher, Wilson Riles Middle School, effective end of day on May 31, 2013.

Ana Perez will be released from her position as temporary Counselor, Center High School, effective end of day on June 7, 2013.

Todd Silverman will be released from his position as temporary Counselor, Dudley Elementary School, effective end of day on May 31, 2013.

Ryan Stamm will be released from his position as Science Teacher, Wilson Riles Middle School, effective end of day on May 31, 2013.

### **Retirements**

Patricia Spitze has submitted her intent to retire from her position as Special Education Teacher, Oak Hill Elementary School, effective end of day on May 31, 2013.

Joanne Underwood has submitted her intent to retire from her position as Third Grade Teacher, Dudley Elementary School, effective end of day on May 31, 2013.

Jolan Wall has submitted her intent to retire from her position as Second Grade Teacher, Spinelli Elementary School, effective end of day on May 31, 2013.

Christine Wesley has submitted her intent to retire from her position as First Grade Teacher, North Country Elementary School, effective end of day on May 31, 2013.

# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Special Education  
 Date: March 20, 2013 Action Item   X    
 To: Board of Trustees Information Item  
 From: Scott Loehr, Superintendent # Attached Pages  
 Initials: S.L.

## SUBJECT: 2012/2013 Individual Service Agreements

Please ratify the following Individual Service Agreements for special education students to receive services at nonpublic schools/agencies during the 2012/13 fiscal year.

2012/13-153-176	Bright Futures	\$30,970.00
2012/13- 177	CCHAT	\$ 235.00
2012/13-178	Communication Technology Education Center	\$ 2,580.00

**RECOMMENDATION:** CJUSD Board of Trustees to ratify Individual Service Agreements for the 2012/2013 school year.

CONSENT AGENDA

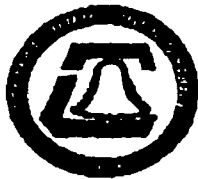


*Center Joint Unified School District*

		<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b>	Special Education	<b>Action Item</b>	<u>  X  </u>
<b>Date:</b>	March 20, 2013	<b>Information Item</b>	
<b>To:</b>	Board of Trustees	<b># Attached Pages</b>	
<b>From:</b>	Scott A. Loehr Superintendent Initials: <u>S.L.</u>		

<b>SUBJECT:</b> PROFESSIONAL SERVICE AGREEMENT	
<b>CONSULTANT'S NAME:</b>	Supported Life Institute / CTEC
<b>COMPANY NAME (if applicable)</b>	
<b>SERVICE(S) TO BE RENDERED:</b>	Provide consultation with school team and family to assist in determining appropriate augmentative and alternative communication (AAC) devices and/or strategies for students in Center Joint Unified School District, during the 2012/2013 fiscal year.
<b>DATE(S) OF SERVICE:</b>	4/01/13 through 6/30/13
<b>PAYMENT PER HOUR:</b>	\$129.00
<b>TOTAL AMOUNT OF CONTRACT:</b>	\$ as needed
<b>FUNDING SOURCE:</b>	01-6500-0-5800-102-5750-1180-003-000
<b>RECOMMENDATION:</b>	CJUSD Board of Trustees approve Professional Service Agreement with: Supported Life Institute / CTEC

**CONSENT AGENDA**



Center Unified School District  
8408 Watt Avenue  
Antelope, California 95843

## PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 20<sup>th</sup> day of March 2013, 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: Supported Life Institute /CTEC

Address: 2025 Hurley Way Sacramento, CA 95828

Phone: (916) 921-5639 Taxpayer ID#: 68-0261184

\*Full description of services to be provided:

Consultation with school team and family to assist in determining appropriate augmentative and alternative communication (AAC) devices and/or strategies for students.

\*Payment \$ 129.00 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: 4-1-13 \*Frequency of Service Dates: as needed

\*Ending Date of Service: 6/30/13

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 \$ open Budget # 01-6500.0-5800-102-5750-1180-043.000

Reason service cannot be provided by a District employee:

Signature of CONTRACTOR \*Kristen Carroll, MA CCC-SLP Date: 3/5/13

Signature of District employee requesting service: \_\_\_\_\_ Date: \_\_\_\_\_

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.

Name (as shown on your income tax return)

Business name/disregarded entity name, if different from above  
**Supported Life Institute**

Check appropriate box for federal tax classification (required): ☐ Individual/sole proprietor ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) >

☒ Other (see instructions) > **501(c)(3)**

Address (number, street, and apt. or suite no.)  
**2025 Hurley Way, Ste. 105**

City, state, and ZIP code  
**Sacramento, CA 95825**

Requester's name and address (optional)

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.

Notes: 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  
**68-0261184**

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. 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 > **Daniel Faletti** Date > **3/5/13**

## 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:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued).
- Certify that you are not subject to backup withholding, or
- 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.

Notes. 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.

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

Dept./Site: Oak Hill Elementary

Date: 2/1/2013

Action Item XX

To: CJUSD Board of Trustees

Information Item

From: Dean Domach

# Attached Pages 1

Principal's Initials: PS

**SUBJECT:**

Oak Hill 6<sup>th</sup> grade sent approximately 49 sixth grade students to attend science camp at Alliance Redwoods Education Center the week of February 4 – 8, 2013. The science camp at Alliance Redwoods aligns with the science standards set forth by the state for sixth grade. Two teachers attended, as well as parent volunteers. Student expenses for the trip are the responsibility of their parents.

**RECOMMENDATION:**

The Center Joint Unified School District Board of Trustees ratify 46 sixth grade students' science camp attendance at Alliance Redwoods.

**CONSENT AGENDA**

***Center Joint Unified School District***

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Instructional Services	
<b>Date:</b> March 20, 2013	<b>Action Item</b>
<b>To:</b> Board of Trustees	<b>Information Item</b> <u>X</u>
<b>From:</b> Tami J'Beilly Coordinator of Categoricals	<b># Attached Pages</b> <u>4</u>

<b>SUBJECT:</b> Professional Service Agreement
<b>CONSULTANT'S NAME:</b> Eaton Interpreting Services, Inc.
<b>SERVICES TO BE RENDERED:</b> Provide American Sign Language services to deaf/hard hearing parents/guardians for the classroom, IEPs, meetings or other related school activities.
<b>DATES OF SERVICE:</b> July 1, 2012 – June 30, 2013.
<b>PAYMENT PER DAY:</b> \$52.50 per hour; \$62.50 evenings/weekends.
<b>TOTAL AMT OF CONTRACT:</b> As needed.
<b>FUNDING SOURCE:</b> 01-0000-0-5800-103-0000-7200-003-000
<b>RECOMMENDATION:</b> CJUSD Board of Trustees approves Professional Services Agreement with Eaton Interpreting Services, Inc.

**CONSENT AGENDA**



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

## PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this, 1st Day of July 2012 by and between the Center Joint 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: Eaton Interpreting Services, Inc

Address: 8213 Villa Oak Drive, Citrus Heights CA 95610

Phone: 916-721-3636 Taxpayer ID# 20-0448077

\*Full description of services to be provided:

Provide American Sign Language interpreting services to Deaf students and/or parents for the classroom, IEP's, meetings or other related school activities.

\*Payment \$ 52.50 per hour. \*\*\* \$62.50 for evenings and weekend services.

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: 7/1/2012 \*Frequency of Service Dates: As Needed

\*Ending Date of Service: 6/30/2013

Method of Payment and Tax Reporting: (check one)

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

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

Total amount of this contract \$                      Budget #                     

Reason service cannot be provided by a District employee:

Signature of CONTRACTOR \* Kim Eaton Date: 1/25/13

Signature of District employee requesting service: [Signature] Date: 1/29/13

Signature of Accounting Supervisor: [Signature] Date: 1-31-13

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) <b>EATON INTERPRETING SERVICES, INC.</b>	
	Business name/disregarded entity name, if different from above	
	Check appropriate box for federal tax classification (required): <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input checked="" 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"/> Other (see instructions) ▶ _____	
	<input type="checkbox"/> Exempt payee	
	Address (number, street, and apt. or suite no.) <b>8213 VILLA OAK DRIVE</b> City, state, and ZIP code <b>CITRUS HEIGHTS, CA 95610</b> List account number(s) here (optional)	
Requester's name and address (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								
2	0	-	0	4	4	8	0	7

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. 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 ▶ <i>Kim Eaton</i>	Date ▶ <i>1/25/13</i>
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**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:

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

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

### STOP HERE

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

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

## PART II

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

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> _____
<b>To:</b> Board of Trustees	<b>Information Item</b> _____
<b>Date:</b> March 20, 2012	<b># Attached Pages</b> _____
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal/Administrator Initials:</b> _____	

<p><b>SUBJECT:</b> Memorandum of Understanding between the College Board and Center High School, Center Joint Unified School District</p> <p>The purpose of this MOU is to outline the shared expectations, responsibilities, and commitments between the College Board and District with regard to establishing and supporting California AP Expansion (CAPE) program.</p> <p><b>RECOMMENDATION:</b> CJUSD Board of Trustees ratify the Memorandum of Understanding between the College Board and Center High School, Center Joint Unified School District.</p>
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**CONSENT AGENDA**

**Memorandum of Understanding  
Between the College Board  
And  
Center High School  
Center Joint Unified School District**

- I. This Memorandum of Understanding (“MOU”) is entered into 2/27/2013 by the College Board, a New York Not-For-Profit corporation, and **Center High School in the Center Joint Unified School District**. The purpose of this MOU is to outline the shared expectations, responsibilities, and commitments between the College Board and District with regard to establishing and supporting California AP<sup>®</sup> Expansion (CAPE) program.

This MOU supports a variety of activities which aim to support the implementation of successful AP courses and increase the number of students who demonstrate success in AP. District has designated the schools and AP teachers indicated in Attachment A to participate in this CAPE program (“Participating Schools”).

**II. Background**

The California Education Code was recently amended pursuant to Senate Bill 532 to require an annual review of AP course offerings to encourage California schools to offer at least five AP courses. To that end, the College Board with support from the California Department of Education and Senator Hernandez launched a pilot program to help bring Advanced Placement<sup>®</sup> (AP) courses into public schools that offer few AP courses but have students with strong potential to be successful in AP based upon PSAT/NMSQT<sup>®1</sup> scores.

To assist participating schools establish new AP courses, the College Board will offer full-tuition scholarships for the new AP teachers to attend an AP<sup>®</sup> Summer Institute, and District schools will receive help from the College Board, DonorsChoose.org, and the Innovate Foundation in acquiring college text books and materials such as science lab equipment and graphing calculators.

**III. Collaborative Objectives and Acknowledgements**

District and the College Board will work together to achieve the stated objectives of this program to meet their specific school(s) circumstances. The goals and objectives shall address the following key areas:

- i. Increase teacher capacity to offer AP courses at the school. Provide professional development (PD) for teachers to enable them to successfully teach AP courses that are new to the school or expand sections of existing AP courses;

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<sup>1</sup> PSAT/NMSQT is a registered trademark of the College Board and the National Merit Scholarship Corporation.

- ii. Establish processes for identifying students with strong potential to be successful in AP using AP Potential™ Reports generated from PSAT/NSQMT data and other data available at the school (e.g. GPA, prerequisite courses, etc.). Establish enrollment policies;
- iii. Support communications to create awareness of AP courses among students and to encourage enrollment;
- iv. Encourage students to strive for high AP achievement and to take advantage of opportunities for additional support that might be available at the school (e.g. tutoring, study sessions);
- v. Ensure low-income students are taking advantage of available federal funding for their AP exams; and
- vi. Engage in an evaluation of this pilot program to determine lessons learned and to shape the program for the future.

The College Board will evaluate the extent to which the goals and objectives are achieved following the implementation of the new AP courses.

#### **IV. Term**

- A. For schools that will begin new AP courses in Fall 2013, the term of this MOU will be January 1, 2013 – July 1, 2016. This covers time in 2013 for planning, teacher PD, and three years of offering the new AP courses. This will be followed by an evaluation using student and teacher data that will be made available to the College Board.
- B. For schools that will begin new AP courses in Fall 2014, the term of this MOU will be January 1, 2014 – July 1, 2017. This covers time in 2014 for planning, teacher PD, and three years of offering the new AP courses. This will be followed by an evaluation using student and teacher data that will be made available to the College Board.

#### **V. Responsibilities of the Parties**

##### **A. College Board Responsibilities**

1. To manage the program to ensure that each school is able to fully benefit. This may involve phasing financial support to enable the maximum number of schools to participate. To provide full-tuition funding for each teacher identified by the District as indicated in Attachment A to participate in this program to attend one College Board AP Summer Institute.
2. At no cost to District, Donorschoose.org will furnish textbooks and teaching materials for each new AP course established under the CAPE program during the first year the course will be offered. If Donorschoose.org is unable to furnish such materials during the first year, then the College Board will provide the financial support for textbooks and teaching materials to be purchased through Donorschoose.org. The College Board will work with Donorschoose.org to make

this a simple and straightforward process with support for teachers along the way.

3. To fully explain the program, provide support in planning the program implementation for the District and provide an email box to answer questions as they arise; to manage webinars and face-to-face orientation sessions.

## **B. School/District Responsibilities**

It is the responsibility of District to implement the strategies and tools so as to achieve the goals of this project. District shall:

1. Use College Board's AP Potential data report to identify students with the potential to earn a qualifying score of 3 or higher based on each student's individual PSAT/NMQST score analysis;
2. Invite those students with AP high potential to enroll in AP courses in addition to establishing an overall enrollment policy that meets the needs of that school;
3. Offer new AP courses in the subject(s) listed in Attachment A for three consecutive years;
4. Develop and implement an action plan that will establish the process to offer the new AP courses in the subjects listed in Attachment A;
5. Identify teachers in Attachment A ("Participating AP Teachers") who will commit to:
  - i. Participate in an AP Summer Institute with their specific AP content area (e.g. register online, etc);
  - ii. Teach the AP courses as identified in Attachment A;
  - iii. Submit a syllabus for the AP Course Audit as required by the College Board's AP Program;
  - iv. Define the textbook and materials that will be needed for that AP course;
  - v. Submit a project proposal to the Donorschoose.org to secure funding for the textbook and materials;
  - vi. Hold an information session at the school to create awareness of the new AP course identified in Appendix A and existing AP courses among students and recruit students to enroll; and
  - vii. Encourage students to participate fully in AP, take advantage of tutoring and support that might be available, take the AP exam, and take advantage of federal funding for the exam for low-income students.
6. Provide feedback on the CAPE program as part of the evaluation; and
7. Execute (or cause to be executed) any standard agreements or other documentation required to be executed in the normal course of business by other schools using AP, PSAT/NMQST and any other College Board programs and services referenced hereunder supplied to District separately.

## **VI. Points of Contact**

All notices or other communications under this MOU shall be made to the parties at their respective addresses set forth below or such other addresses as may be later

designated by such party to the other in writing:

**To the College Board:**

The College Board  
Western Regional Office  
2099 Gateway Place, Suite 550  
Tel: (408) 367-1515  
Fax: (408) 367-1459  
Attention: CAPE

with a copy to:

Office of Legal Counsel  
The College Board  
45 Columbus Avenue  
New York, NY 10023  
Tel: (212) 713-8000  
Fax: (212) 713-8036  
Attention: General Counsel

**To District:**

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

## **VII. Intellectual Property**

District agrees and acknowledges that all intellectual property provided under or pertaining to the MOU, including, but not limited to, any College Board publications, College Board website(s), CD-ROMS, videos, examinations and all items contained therein, including all copies thereof, all data and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of the College Board. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the College Board Intellectual Property to the District.

## **VIII. Miscellaneous Provisions**

- A. Waiver.** No provision of this MOU, or any breach of any provision of this MOU, may be waived unless the waiver has been expressly declared or recognized as a waiver in writing. No waiver of any breach of any provision of this MOU shall operate as a waiver of any other provision of this MOU or as a waiver of any subsequent breaches of the same or any provision of this MOU.

- B. Mutual Cooperation.** The College Board and DPS will cooperate with each other, reasonably and in good faith, for the purposes of facilitating the performance of their respective obligations and undertakings hereunder and to further the mission of CAPE Program.
- C. No Third Party Rights.** Nothing contained in this MOU, express or implied, establishes or creates any right in or remedy of, or any duty or obligation to, any third party.
- D. Severability.** In case any provision contained in this MOU shall for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, such provision shall not affect any other provision of this MOU, and this MOU shall be considered as if such invalid, illegal, unlawful, unenforceable or void provision had never been included.
- E. Entire Agreement.** This MOU supersedes any prior oral and written proposals and communications between the College Board and DPS related to the CAPE program. This MOU may not be modified unless in writing and signed by both parties hereto.
- F. Counterparts.** This MOU may be executed in counterparts, each of which shall be deemed an original, and both of which taken together shall constitute one and the same document.

Agreed upon this day 2/27/2013

THE COLLEGE BOARD

By: 

Trevor Packer  
Title: Senior Vice President, Advanced  
Placement Program

<Name of School or School District>

By: 

Scott Loehr

Title: Superintendent

## ATTACHMENT A

### Participating CAPE Program Schools, AP Subjects and AP Teachers (form must be completed in its entirety)

Participating Schools	AP Subject to be added	Date subject will begin to be taught	Teacher Full Printed Name	Teacher's Email Address	Teacher's Direct Phone Number
Center High School	AP Psychology – 1 year course	<Fall 2013>	Curtis Hunter	<a href="mailto:chunter@centerusd.org">chunter@centerusd.org</a>	N/A
<Name of High School>	<Name of AP Subject>	<Fall 2013>	<Name of teacher>	<Teachers' Email Address>	<Teacher's Telephone>
<Name of High School>	<Name of AP Subject>	<Fall 2013>	<Name of teacher>	<Teachers' Email Address>	<Teacher's Telephone>
<Name of High School>	<Name of AP Subject>	<Fall 2013>	<Name of teacher>	<Teachers' Email Address>	<Teacher's Telephone>



## California AP<sup>®</sup> Expansion (CAPE) Program

### 2013 LETTER OF COMMITMENT for AP Summer Institute

The CAPE program includes paid tuition for each "AP Participating Teacher" identified on each school's Memorandum of Understanding. We ask participating teachers to sign and return this 2013 Letter of Commitment to the College Board no later than March 1, 2013.

Please note: Teachers must register themselves at an AP Summer Institute by March 28, 2013, in order to receive the scholarship.

Please read carefully, sign and return the following, and retain a copy for your records:

1. Teachers can search for AP Summer Institute locations and dates on *AP Central*. Institute information is added on a rolling basis as it becomes available. We suggest putting in your course/area and a broad range of summer dates (June – August) to see the most options. Email the institute directly to register. Note that AP Summer Institutes have limited space and fill up quickly.
2. Once you have identified your APSI, you must email the link to the *2013 Online Certification Form* to the director of your institute. He or she will fill it out and submit it on your behalf. The total amount due to the AP Summer Institute will be paid on your behalf directly to the institute with the submission of that form, and confirmation of your attendance. Ask that they submit the form by April 10, 2013.
3. Costs vary across institutes. Recipients are responsible for paying any costs not covered by the AP scholarship, such as travel, lodging and graduate credit.
4. Teachers register for a DonorsChoose.org Webinar by March 30, 2013 (dates and times will be provided to you after submission of this form).
5. Scholarships are not renewable or transferable. Only schools participating in the CAPE program can utilize these scholarships for designated teachers.
6. Any change in the recipient's address or AP Summer Institute must be reported to the College Board. Please send a detailed e-mail to [CAPE@collegeboard.org](mailto:CAPE@collegeboard.org) regarding any changes or cancellations.

I have read and understand all of the points listed above.

I will ☒ will not ☐ (check one) accept the College Board CAPE program Scholarship for Summer 2013.

Signed

C. J. Hunter

Date

2/18/13

Participating Teacher Name (please print)

CUETIS HUNTER

Participating Teacher School Email

chunter@cantorUSD.org

Participating Teacher Personal Email

amycurtis@sbglobal.net

Name of AP Summer Institute:

PSYCHOLOGY AT STANFORD

AP SUBJECT you will receive training on:

PSYCHOLOGY

DATE OF AP SUMMER INSTITUTE:

7/22 - 7/26

PLEASE SIGN AND RETURN THIS FORM

NO LATER THAN March 1, 2013 TO

the College Board's Western Regional Office at [CAPE@collegeboard.org](mailto:CAPE@collegeboard.org)



*Center Joint Unified School District*

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Superintendent's Office</b>	<b>Action Item</b> <u>    X    </u>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b> <u>          </u>
<b>Date:</b>	<b>March 20, 2012</b>	<b># Attached Pages</b> <u>    4    </u>
<b>From:</b>	<b>Scott A. Loehr, Superintendent</b>	
<b>Principal/Administrator Initials:</b>	<u>                                </u>	

**SUBJECT: Approve Memorandum of Understanding for Participation in the Sly Park Environmental Education Program**

**This MOU allows CJUSD schools to use the Sly Park Environmental Education Center Campus during the 2012/2013 school year.**

**RECOMMENDATION: CJUSD Board of Trustees Approve Memorandum of Understanding for Participation in the Sly Park Environmental Education Program.**

**MEMORANDUM OF UNDERSTANDING**  
**FOR PARTICIPATION IN THE**  
**SLY PARK ENVIRONMENTAL EDUCATION PROGRAM**

**THIS AGREEMENT** is between the Sacramento County Superintendent of Schools, (hereinafter "SCOE"), and the **CENTER JOINT UNIFIED SCHOOL DISTRICT**, (hereinafter "District") for use of the Sly Park Environmental Education Center Campus (hereinafter "Sly Park") during the 2012/2013 school year, beginning August 27, 2012 and ending June 14, 2013.

**RECITALS**

WHEREAS, SCOE will make available Sly Park to the District for District schools wishing to participate in the Environmental Education Program;

WHEREAS, District desires to allow its schools to participate in the Sly Park Environmental Program at Sly Park;

WHEREAS, District agrees that the authority and responsibility with respect to the conduct of District schools and their participants while using the Sly Park Campus shall rest with SCOE acting through its authorized representatives. SCOE-authorized representative at the Sly Park Campus shall be the Sly Park Director;

NOW THEREFORE, in consideration of the mutual promises made herein, SCOE and District agree as follows:

**I. COUNTY RESPONSIBILITIES**

1. SCOE will make available to the District its Outdoor Center at Sly Park, El Dorado County, as stated below for District schools wishing to participate in the Environmental Education program. Schools will arrange participation dates directly with the designated representative at the Sly Park site.
2. SCOE shall be responsible for providing the food service for pupils in attendance. SCOE also agrees to provide food and lodging at the Center for the District teachers and chaperones accompanying the pupils within the stated ratio specified in II (4); all additional adults and chaperones shall pay the regular fee charged for this service.

**II. DISTRICT RESPONSIBILITIES**

1. The District agrees to comply with the terms of this Agreement, the rules and regulations of the United States Forest Service and the Sly Park Educational Center, and applicable city, state, and federal laws and regulations.
2. The District will also require participating District schools to comply with this Agreement, the rules and regulations of the United States Forest Service and the Sly Park Educational Center, and applicable city, state, and federal laws and regulations.

3. The District is responsible for the transportation of its pupils, staff, adult chaperones and high school chaperones to and from the Sly Park Campus including the transportation of all personal belongings.
4. The District is responsible for providing one certificated classroom teacher for each of its school's classes in attendance at the Sly Park Campus, not to exceed a ratio of 34 students to one teacher. The District is also responsible for providing adult chaperones not to exceed a ratio of 12 male pupils to one male chaperone and 12 female pupils to one female chaperone. The District may substitute male high school students, age 16-18, for no more than 50% of their male adult chaperones and female high school students, age 16-18, for no more than 50% of their female adult chaperones. Each classroom teacher, adult chaperone and high school chaperone shall be available to assist in supervising students, at the direction of the Sly Park Director. In the event that a District teacher or chaperone is not available, SCOE reserves the right to hire a SCOE teacher to assist in supervising, and the District will be invoiced and agrees to pay for the services of that SCOE teacher.
5. District shall require all District employees and adult chaperones who may have contact with District pupils while participating in the Sly Park Environmental Education Program, to be fingerprinted for a criminal record background check.
6. The District shall leave the Sly Park Campus in the same condition as when it arrived, reasonable wear and tear excepted, and shall reimburse SCOE for the actual costs of repairing or replacing any damage to the Sly Park Campus caused by District pupils, chaperones, volunteers or staff and may result in the district, or the participating school, being denied participating in the Sly Park Environmental Education Program in the future.
7. Each person attending Sly Park shall be required to furnish a sleeping bag, or blankets and sheets and all clothing and personal effects needed. Participants may not store food in the sleeping areas.

### III. PAYMENT

1. The District shall require each school to make a \$20.00 per student (\$50.00 per student for programs taking place on Saturday or Sunday) non-refundable deposit as a confirmation of their reservation.
2. The District shall be billed and agrees to pay on the basis of the number of pupils that actually attend, but not less than 90% of the number of spaces reserved by the District, including increased attendance pursuant to paragraph (4). Programs receiving exclusive use of the facility have an additional requirement that their minimum payment will not fall below seventy-five (75) students.
3. Should the District or its participating school, regardless of the reason, make a unilateral decision to cancel a reservation that has been confirmed with a deposit, the District shall be billed and agrees to pay a cancellation fee equal to the full fee for 75% of the number of spaces reserved including any increase in reservation made pursuant to paragraph (4).
4. Should the District attendance increase more than 10% of the confirmed number of spaces reserved, the District shall inform SCOE in writing at least ten (10) days prior to the use

starting date. Acceptance of the increase in reservation is subject to available accommodations and an additional deposit amount may be required.

5. SCOE will invoice the District using the following rate schedule for the 2012/2013 school year:

Amounts are per student and adults or chaperones above the amount specified in II (4)

5-day/4-night program \$235.00

4-day/3-night program \$200.00

3-day/2-night program \$165.00

#### IV. PROHIBITIONS

The District, its employees, chaperones, volunteers, and students are prohibited from bringing any alcohol, tobacco, weapons or illegal substances onto the Sly Park Campus.

#### V. NON-DISCRIMINATION

District shall not discriminate on the basis of race, religion, sex, national origin, age and/or handicap in employment and/or operation of its programs.

#### VI. INDEMNIFICATION / HOLD HARMLESS

District shall defend, hold harmless and indemnify SCOE and each of its officers, employees, and agents against any and all claims, demands, causes of action, damages (including damages to SCOE's property), costs, and liabilities, in law or in equity, of every kind and nature whatsoever, which arise out of or are in any way connected with the use and occupation of the Sly Park campus described herein. To the fullest extent legally permissible, this indemnity and hold harmless agreement by the District shall apply to any and all acts or omissions, whether active or passive, on the part of the District or its agents, employees, representatives, resulting in a claim or liability, except such loss or damage which was caused by the active negligence, the sole negligence, or the willful misconduct of SCOE, its officers, employees, or agents. Where comparative fault is determined to have been contributory, principles of comparative fault will be followed and each party shall bear the proportionate cost of any damage attributable to the fault of that party, its officers, directors, agents, employees, or volunteers.

#### VII. INSURANCE

District shall maintain in full force and effect during the term of this Agreement and each District school's occupation of the Sly Park Campus as herein provided, at District's expense, a comprehensive liability insurance policy in an amount not less than TWO MILLION (\$2,000,000) DOLLARS for each occurrence. All insurance policies shall name SCOE, its officers, employees, and agents, as additional insured.

District shall furnish SCOE, prior to any District school's occupancy of the Sly Park Campus, a copy of the policy of insurance showing the insurance to be in full force and effect during the entire term of the District school's occupancy and covering any claims that may arise from District's use of the Campus.

**VIII. TERMINATION**

SCOE may terminate this agreement if the District or District school fails to abide by the terms set forth in this Agreement. In the event of such a breach of the Agreement, SCOE shall give the District an opportunity to immediately remedy the breach.

In the event the breach is not remedied immediately, SCOE through the Sly Park Campus Director, may revoke any and all privileges under this agreement including the removal of the District school group or any individual failing to comply with the terms of this Agreement from the Sly Park Campus.

**IX. NON-ASSIGNMENT**

This Agreement may not be transferred or assigned without the express written consent of SCOE.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed on the dates indicated below.

SACRAMENTO COUNTY OFFICE OF EDUCATION

By: Shankh Ato

Title: Coodmator

Date: 2/20/13

CENTER JOINT UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

Title: \_\_\_\_\_

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



# *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> _____
<b>To:</b> Board of Trustees	<b>Information Item</b> _____
<b>Date:</b> March 20, 2012	<b># Attached Pages</b> _____
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal/Administrator Initials:</b> _____	

<p><b>SUBJECT:</b> Memorandum of Agreement for Continuation of the Sacramento County Office of Education Maintaining and Operating Community Schools Classes for Students of the Center Joint Unified School District for Fiscal Year 2012/2013</p> <p>This agreement allows the Sacramento County Office of Education and Center Joint Unified School District to continue to operate a Community School program for students referred to its programs by the District for the term of this agreement.</p> <p><b>RECOMMENDATION:</b> CJUSD Board of Trustees ratify the Memorandum of Agreement for Continuation of the Sacramento County Office of Education Maintaining and Operating Community Schools Classes for Students of the Center Joint Unified School District for Fiscal Year 2012/2013.</p>
--

**CONSENT AGENDA**

## **MEMORANDUM OF AGREEMENT**

Continuation of the Sacramento County Office of Education  
Maintaining and Operating Community Schools Classes  
for Students of the Center Joint Unified School District  
for Fiscal Year 2012/2013

### **I. Parties to Agreement**

This agreement is by and between the Sacramento County Office of Education (hereafter "County Office") and the Center Joint Unified School District (hereafter "District").

### **II. Services to be Provided**

The County Office and the District agree that the County Office shall continue to operate a Community School program for students referred to its programs by the District for the term of this agreement.

### **III. Terms of Agreement**

The term of this agreement will be for one (1) year commencing July 1, 2012, and ending June 30, 2013. Any further extension to this Memorandum shall be as mutually agreed between the parties.

### **IV. Conditions of Agreement**

#### **A. Enrollment Guarantee Excess Costs**

For the operation of the Community School Program, there will be no Enrollment Guarantee Excess Cost charged if the District can maintain monthly average enrollment of at least 20 students during the term of the agreement.

If a District's average student enrollment calculated at the end of the year is below 20 students, then a per student Enrollment Guarantee Excess Cost will be determined as follows:

The difference between the average student enrollment calculated at the end of the year and the minimum monthly average enrollment requirement of 20 students multiplied by \$2,450.00 per student. Such amount shall constitute the entire sum due for the fiscal year for Enrollment Guarantee Excess Costs.



**B. Per Student Excess Costs**

For the operation of the Community School Program, the District agrees to pay the Sacramento County Office of Education the amount of **\$425.00** per enrolled student for the term of this agreement.

For purposes of this count, only students actually served during the year shall be included in this total, with a target of **20** enrolled students.

For 2012/2013 year the actual bill for services shall be determined as follows:  
**20** enrolled students multiplied by **\$425.00** per student for a total cost of **\$8,500.00**. Such amount shall constitute the entire sum due for the fiscal year for Per Student Excess Costs.

SCOE will provide written updates on number of students enrolled to the District as needed.

**V. Intent of Parties**

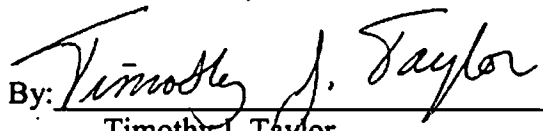
It is the intent of the parties that the excess billing to the District is to pay for the actual costs of the Community School program alone. Therefore, the District and the County Office agree to continuously monitor the program to insure it best addresses the needs of the Community School students and is operated in an efficient and cost-effective manner.

**VI. Significant Funding Modification**

Should the State of California change the funding mechanism for the base revenue for Community Schools anytime during the term of this agreement, the parties agree that upon request of either party a review of the Memorandum shall be held and possibly modified to insure its original intent is enforced.

By our signatures below we agree to the contents and provisions contained in this agreement.

Sacramento County Office of Education

By:   
Timothy J. Taylor  
Assistant Superintendent

Date: June 19, 2012

Center Joint Unified School District

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

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

## Center Joint Unified School District

**AGENDA REQUEST FOR:**

Dept./Site: Curriculum Dept.

Date: March 20, 2013

To: Board of Trustees

From: Becky Lawson  
Coordinator of Curriculum

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 2011/12 school year, published during the 2012/13 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 2011/12 School Accountability Report Cards (SARCs) in the 2012/13 school year.

**CONSENT AGENDA**

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

**2011-12 School Accountability Report Card**  
*Published January 2013*

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

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

**2012-13  
Board of Trustees**

Nancy Anderson

Jeremy Hunt

Kelly Kelley

Delrae Pope

Donald E. Wilson

**District Administration**

Scott Loehr  
Superintendent

Craig Deason  
Assistant Superintendent

David Grimes  
Director of Personnel/Student Services

Jeanne Bess  
Director of Fiscal Services

**Contents**

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

**Principal's Message**

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

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

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

**Mission Statement**

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

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

**School Profile**

Antelope View Charter School is located in the northwestern region of Antelope and serves students in grades six through twelve following a modified traditional calendar. At the beginning of the 2011-12 school year, 129 students were enrolled, including 10% in special education, 2% qualifying for English Language Learner support, and 59% qualifying for free or reduced price lunch. Antelope View Charter School achieved a 2012 Academic Performance Index (API) score of 719 and met all 2012 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	4.65 %	Grade 6	3
Amer. Indian or Alaskan Native	1.55 %	Grade 7	10
Asian	1.55 %	Grade 8	17
Filipino	1.55 %	Grade 9	19
Hisp. or Latino	18.60 %	Grade 10	30
Pacific Islander	0.00 %	Grade 11	33
Caucasian	67.44 %	Grade 12	17
Multi-Racial	1.55 %		
Total Enrollment			129

# Student Achievement

## Standardized State Assessments

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

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

## 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; 78% of Antelope View Charter School's tenth grade students who took the test passed the math portion of the exam and 83% 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		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	40	43	50	54	53	57	52	54	56
Math	13	19	26	48	49	51	48	50	51
Science	44	38	32	60	54	56	54	57	60
Social Science	34	31	31	45	46	47	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	Antelope View Charter School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	*	54	*	32	*	*
Math	*	*	*	25	*	15	*	*
Science	*	*	*	32	*	*	*	*
Social Science	*	*	*	35	*	13	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	CJUSD	Antelope View Charter School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	57	50	50	51		43	*	
Math	51	26	28	24		19	*	
Science	56	32	29	33		25	*	
Social Science	47	31	39	24		22	*	

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2011-12						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	61	30	9	52	39	9
Male	64	18	18	45	45	9
Female	58	42	*	58	33	8
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	59	29	12	50	39	11
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	58	33	8	50	36	14
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		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	71	41	39	61	58	60	54	59	58
Math	73	18	48	66	54	64	54	56	58

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 2011-12			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh	40.00%	20.00%	28.70%
Ninth	31.20%	37.50%	18.80%

### 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			
	2009	2010	2011
Statewide Rank	3	3	2
Similar Schools Rank	1	2	1

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	24	-6	42
<b>Ethnic Subgroups</b>			
African-Amer.	•	•	•
Amer. Indian or Alaskan Native	•	•	•
Asian	•	•	•
Filipino	•	•	•
Hisp. or Latino	•	•	•
Multi-Racial	•	•	•
Pacific Islander	•	•	•
Caucasian	36	20	-4
<b>Other Subgroups</b>			
Students with Disabilities	•	•	•
Economically Disadvantaged	24	-31	•
English Learners	•	•	•

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.		750	710
Amer. Indian or Alaskan Native		820	742
Asian		842	905
Filipino		867	869
Hisp. or Latino	679	755	740
Pacific Islander		751	775
Caucasian	716	817	853
Multi-Racial		748	849
Economically Disadvantaged	693	771	737
English Learners		780	716
Students with Disabilities		635	607
All Students	719	796	788

## 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 2011-12 AYP cycle, high schools must achieve a 77.8% or higher proficiency rate in English/Language Arts and 77.4% 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 740 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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
<i>Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	AVCS	CJUSD
Overall Results	Yes	No
<b>Participation Rate</b>		
Language Arts	Yes	Yes
Math	Yes	Yes
<b>Percent Proficient</b>		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	Yes	No

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

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2011-12, Antelope View Charter School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

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

Title I Program Improvement (PI) Status		
PI Status	AVCS	
	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 2
No. of Schools Currently in PI		3
% of Schools Currently Identified for PI		33.3%

## 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

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Antelope View Charter School's original facilities were built in 1984; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12

months, the following improvements have been completed:

- Repair sewer line in girls' restroom (2012-13)

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 and no evening custodians are assigned to Antelope View Charter School. The day custodian is responsible for:

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

Restrooms are checked 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 2011-12 school year, Antelope View Charter School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

## Facilities Inspection

The district's maintenance department inspects Antelope View Charter School on an annual basis in accordance with Education Code §17592.72(c)(1). Antelope View Charter School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 19, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, October 19, 2012			
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)	Room 6 - Window has round BB hole
(4)	Room 1 - Cracked floor tiles; Room 2 - Stained ceiling tile; Room 3 - Missing base covering E Door; Room 5 - Cracked drywall; Room 9 - Broken ceiling tile
(6)	Room 22 - Peeling eve paint; Room 23 - Peeling eve paint; Room 24 - Stained ceiling tile, eve peeling
(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 2012.

### 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		
	09-10	10-11	11-12
Suspensions (#)	32	3	8
Suspensions (%)	19.75 %	1.97 %	6.20 %
Expulsions (#)	0	0	1
Expulsions (%)	0.00 %	0.00 %	0.78 %
	CJUSD High Schools		
	09-10	10-11	11-12
Suspensions (#)	332	385	305
Suspensions (%)	18.51 %	22.67 %	18.89 %
Expulsions (#)	17	13	22
Expulsions (%)	0.95 %	0.77 %	1.36 %

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	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	•
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	12.1	13	1	•
Math	12.5	14	1	•
Science	14.5	5	1	•
Social Science	14.8	7	2	•

#### 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 Dropout & Graduation Rates table, 2010-11 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 can be found at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	AVCS		
	08-09	09-10	10-11
Dropout Rate	9.1%	41.4%	36.8%
Graduation Rate	0.0%	48.3%	60.5%
	CJUSD		
	08-09	09-10	10-11
Dropout Rate	5.4%	16.1%	16.7%
Graduation Rate	78.8%	78.1%	80.1%
	California		
	08-09	09-10	10-11
Dropout Rate	4.6%	16.6%	14.4%
Graduation Rate	80.4%	74.7%	76.3%

## 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* 2010-11**		
Antelope View Charter School	CIUSD	California
60.5 %	80.1 %	76.3 %
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 2011-12 school year, Antelope View Charter School held staff development training 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 2011-12 school year, Antelope View Charter School's teachers attended the following events hosted by the Center Joint Unified School District:

- Marzano's Academic Vocabulary

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		
2009-10	2010-11	2011-12
3	3	1

### 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, September 19, 2012, 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 #4/2012-13 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 2012-13 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English/Language Arts with ELD Materials</b>		
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
<b>History-Social Science</b>		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>McDougal Littell World History: Patterns of Interaction</i>	0 %
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 %
<b>Language Arts</b>		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
<b>Math</b>		
2008	CPM Educational Program, <i>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 Readiness: Concepts, Skills, and Problem Solving</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Algebra: Concepts, Skills, and Problem Solving</i>	0 %
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
2008	Houghton Mifflin, <i>Larson &amp; Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
<b>Science</b>		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2006	Holt, Rinehart and Winston, <i>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 2010-11*	
	%
Students enrolled in courses required for UC/CSU admission	41.7
Graduates who completed all courses required for UC/CSU admission	0

\*Most current data available

#### Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Antelope View Charter School did not offer any advanced placement courses during the 2011-12 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) 2011-12		
	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	*
Speech Therapist	1	*

\* as needed  
FTE = Full-Time Equivalent

#### Teacher Assignment

During the 2011-12 school year, Antelope View Charter School had 2 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 2011-12		
	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			CIUSD
	09-10	10-11	11-12	11-12
Total Teachers	11	6	2	174
Teachers with full credentials	10	6	2	174
Teachers without full credentials	1	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	0
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	CIUSD
	12-13	12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	AVCS	CIUSD
Doctorate	0.0 %	1.4 %
Master's degree plus 30 or more semester hours	50.0 %	24.9 %
Master's degree	0.0 %	1.4 %
Bachelor's degree plus 30 or more semester hours	50.0 %	69.0 %
Bachelor's degree	0.0 %	3.3 %
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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,528	\$38,725
Mid-Range Teacher Salary	\$60,187	\$59,717
Highest Teacher Salary	\$76,936	\$77,957
Superintendent Salary	\$148,201	\$149,398
Average Principal Salaries:		
High School	\$111,800	\$107,031
Percentage of General Fund Expenditures for:		
Teacher Salaries	45%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2010-11 school year, Center Joint Unified School District spent an average of \$7,753 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/csl/](http://www.cde.ca.gov/ds/fd/csl/). (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 2010-11 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)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
			State		
	AVCS	CJUSD	% Diff/ School & Dist.	Same Size & Type	% Diff/ School & State
ADA*	156	4838	N/A	N/A	N/A
Total**	\$6,209	\$5,812	106.84	N/A	N/A
Restr.†	\$452	\$1,494	30.22	N/A	N/A
Unrestr.††	\$5,757	\$4,317	133.35	\$5,455	105.54
Avg. Teacher Salary	\$50,594	\$68,094	74.30	\$57,019	88.73

\* 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 December 2012.

# Center Joint Unified School District Center High School

Grades 9 through 12  
Mike Jordan, Principal



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## 2011-12 School Accountability Report Card *Published January 2013*

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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 2011-12 school year, 1318 students were enrolled, including 15% in special education, 6% qualifying for English Language Learner support, and 53% qualifying for free or reduced price lunch. Center High School achieved a 2012 Academic Performance Index (API) score of 784.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	15.71 %	Grade 9	334
Amer. Indian or Alaskan Native	0.99 %	Grade 10	353
Asian	8.50 %	Grade 11	317
Filipino	4.17 %	Grade 12	314
Hisp. or Latino	19.20 %		
Pacific Islander	1.90 %		
Caucasian	48.18 %		
Multi-Racial	0.91 %		
Total Enrollment			1,318

# Student Achievement

## Standardized State Assessments

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

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

## 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 90% 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		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	52	49	52	54	53	57	52	54	56
Math	46	40	46	48	49	51	48	50	51
Science	56	47	60	60	54	56	54	57	60
Social Science	53	51	49	45	46	47	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	Center High School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	39	*	50	60	65	44	56	22	
Math	36	*	45	54	45	40	38	24	
Science	36	*	45	74	60	53	*	*	
Social Science	25	*	49	61	47	40	62	15	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	CJUSD	Center High School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	57	52	49	56	9	43	22		
Math	51	46	51	42	15	42	24		
Science	56	60	65	55	8	52	26		
Social Science	47	49	54	44	10	44	19		

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2011-12									
	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		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	62	61	63	61	58	60	54	59	56
Math	70	62	68	66	54	64	54	56	58

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 2011-12			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth	16.40%	32.40%	24.40%

### 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			
	2009	2010	2011
Statewide Rank	7	7	6
Similar Schools Rank	7	9	9

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	11	-5	10
<b>Ethnic Subgroups</b>			
African-Amer.	0	0	41
Amer. Indian or Alaskan Native	*	*	*
Asian	*	0	*
Filipino	*	*	*
Hisp. or Latino	22	-9	-8
Multi-Racial	17	*	*
Pacific Islander	*	*	*
Caucasian	13	10	9
<b>Other Subgroups</b>			
Students with Disabilities	-22	55	-38
Economically Disadvantaged	20	-12	26
English Learners	13	*	*

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.	729	750	710
Amer. Indian or Alaskan Native		820	742
Asian	816	842	905
Filipino	839	867	869
Hisp. or Latino	742	755	740
Pacific Islander	762	751	775
Caucasian	810	817	853
Multi-Racial		748	849
Economically Disadvantaged	758	771	737
English Learners	714	760	716
Students with Disabilities	540	635	607
All Students	784	796	788

## 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 2011-12 AYP cycle, high schools must achieve a 77.8% or higher proficiency rate in English/Language Arts and 77.4% 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 740 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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?		
AYP Indicator	CHS	CAUSD
Overall Results	No	No
<b>Participation Rate</b>		
Language Arts	Yes	Yes
Math	Yes	Yes
<b>Percent Proficient</b>		
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 2011-12, 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/achil/](http://www.cde.ca.gov/ta/achil/).

Title I Program Improvement (PI) Status		
	CHS	CAUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 2
No. of Schools Currently in PI		3
% of Schools Currently Identified for PI		33.3%

## 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 following improvements have been completed:

- Build wrought iron gates and enclosures for security purposes (2012-13)

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 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 2011-12 school year, Center High School received \$21,272 in deferred

maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing
- Heating/Air Conditioning Systems
- Floor Systems
- Other Systems

### Facilities Inspection

The district's maintenance department inspects Center High School on an annual basis in accordance with Education Code §17592.72(c)(1). Center High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 19, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, October 19, 2012			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	MP - Stage divider material separating from panels; Auto Shop - Door hardware worn; Library - Interior rooms need door lock release from inside
(4)	Kitchen - Linoleum worn; Business 1 - Holes in wall; Business 5 - Wall covering torn; Art - Wall covering torn; Room 406 - Carpet tiles coming loose; Gym / Locker Rms - Some lockers bent, tabs broken off
(6)	Library - Some exterior ornamental tiles broken; Science Room 205 - Dry wall crack in ceiling; Science Room 212 - TV wall mount needs repair; Stadium - Storage building needs new garage door panels
(8)	Humanities Bldg - Some exterior lights not working
(11)	Administration Office - Hand dryer broken in girls' restroom
(15)	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, resource officers, 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, 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 2012.

## 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		
	09-10	10-11	11-12
Suspensions (#)	132	170	108
Suspensions (%)	9.19 %	12.58 %	8.19 %
Expulsions (#)	10	11	18
Expulsions (%)	0.70 %	0.81 %	1.37 %
	CJUSD High Schools		
	09-10	10-11	11-12
Suspensions (#)	332	385	305
Suspensions (%)	18.51 %	22.67 %	18.89 %
Expulsions (#)	17	13	22
Expulsions (%)	0.95 %	0.77 %	1.36 %

*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 two 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	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
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	29.0	5	25	14
Math	29.9	3	15	20
Science	28.1	6	15	7
Social Science	31.2	3	7	15

### 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 Team meetings, 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, 2010-11 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		
	08-09	09-10	10-11
Dropout Rate	3.0%	8.5%	10.1%
Graduation Rate	88.7%	88.9%	88.4%
	CJUSD		
	08-09	09-10	10-11
Dropout Rate	5.4%	16.1%	16.7%
Graduation Rate	78.8%	78.1%	80.1%
	California		
	08-09	09-10	10-11
Dropout Rate	4.6%	16.6%	14.4%
Graduation Rate	80.4%	74.7%	76.3%

## 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* 2010-11**			
Center High School	CJUSD	California	
88.4 %	80.1 %	76.3 %	
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 2011-12 school year, Center High School held staff development training devoted to:

- Five Year Strategic Plan
- Professional Learning Communities

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 2011-12 school year, Center High School's teachers attended the following events hosted by the Center Joint Unified School District:

- Marzano's Academic Vocabulary

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		
2009-10	2010-11	2011-12
3	3	1

### 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, September 19, 2012, 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 #4/2012-13 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 2012-13 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	Pupil Lacking Textbooks
<b>History-Social Science</b>		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>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 %
<b>Language Arts</b>		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
<b>Math</b>		
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>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 &amp; Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
<b>Science</b>		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

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

## College Preparation & Work Readiness

### College Preparation Courses

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

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the



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

#### California State University

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

Students Enrolled in UC/CSU Courses 2010-11*	
	%
Students enrolled in courses required for UC/CSU admission	93
Graduates who completed all courses required for UC/CSU admission	2.8

\*Most current data available

#### Advanced Placement

In 2011-12, 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 2011-12		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	—
English	2	4.5 %
Fine and Performing Arts	0	—
Foreign Language	0	—
Math	3	7.0 %
Science	1	2.5 %
Social Science	3	7.6 %
All Courses	9	21.5 %

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
- Career/Partnership Academies
- Career Pathways

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 ROP centers throughout Sacramento and Placer Counties. 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.

Center High School's career/partnership academies are a "school within a school" program. Components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2011-12 school year, Center High School offered the following career academy programs:

- Media Communications Academy

Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students' needs.

During the 2011-12 school year, Center High School offered the following career technical education programs as elective courses:

- Graphic Design Pathway
- Culinary Arts Pathway
- Fashion Design Pathway
- Broadcasting Pathway
- Journalism Pathway
- Computer Graphics
- Career Tech. Ed. - articulated with American River College
- Digital Photography
- Culinary Arts 1 & 2
- Fashion Design 1 & 2
- Broadcasting
- Advanced Broadcasting
- Newspaper Productions
- Yearbook Productions

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

## Professional Staff

#### Counseling & Support Staff

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

Counselors & Support Personnel (Non-teaching Professional Staff) 2011-12		
	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: 1:439  
FTE = Full-Time Equivalent

#### Teacher Assignment

During the 2011-12 school year, Center High School had 52 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 2011-12		
	Taught by NCLB- Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Center High School	99.1 %	0.9 %
<b>District Totals</b>		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	CHS			CJUSD
	09-10	10-11	11-12	11-12
Total Teachers	69	55	52	174
Teachers with full credentials	65	55	52	174
Teachers without full credentials	4	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	2	2	0	0
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
	12-13	12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	CHS	CJUSD
Doctorate	1.6 %	1.4 %
Master's degree plus 30 or more semester hours	32.3 %	24.9 %
Master's degree	1.6 %	1.4 %
Bachelor's degree plus 30 or more semester hours	61.3 %	69.0 %
Bachelor's degree	3.2 %	3.3 %
Less than Bachelor's degree	0.0 %	0.0 %

school districts having similar average daily attendance throughout the state. (Note: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,528	\$38,725
Mid-Range Teacher Salary	\$60,187	\$59,717
Highest Teacher Salary	\$76,936	\$77,957
Superintendent Salary	\$148,201	\$149,398
<b>Average Principal Salaries:</b>		
High School	\$111,800	\$107,031
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	45%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2010-11 school year, Center Joint Unified School District spent an average of \$7,753 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2010-11 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)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
				State Avg. Dist. Same Type	% Diff. School & State
	CHS	CJUSD	% Diff. School & Dist.		
ADA*	1278	4838	N/A	N/A	N/A
Total**	\$5,759	\$5,812	99.10	N/A	N/A
Restr.†	\$1,205	\$1,494	80.66	N/A	N/A
Unrestr.††	\$4,554	\$4,317	105.48	\$5,455	83.48
Avg. Teacher Salary	\$67,017	\$68,094	98.42	\$57,019	117.53

\* 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 December 2012.

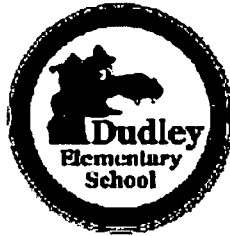
## District Expenditures

### 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

# Center Joint Unified School District Dudley Elementary School

Grades K through 6  
Lisa Coronado, Principal



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

## 2011-12 School Accountability Report Card *Published January 2013*

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

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

### 2012-13 Board of Trustees

Nancy Anderson  
Jeremy Hunt  
Kelly Kelley  
Delrae Pope  
Donald E. Wilson

### District Administration

Scott Loehr  
Superintendent  
  
Craig Deason  
Assistant Superintendent  
  
David Grimes  
Director of Personnel/Student Services  
  
Jeanne Bess  
Director of Fiscal Services

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Parent Involvement  
School Facilities & Maintenance  
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Curriculum & Instruction  
Professional Staff  
District Expenditures  
SARC Data

## Principal's Message

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

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

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

## Mission Statement

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 six following a traditional calendar. At the beginning of the 2011-12 school year, 729 students were enrolled, including 10% in special education, 18% qualifying for English Language Learner support, and 61% qualifying for free or reduced price lunch. Dudley Elementary School achieved a 2012 Academic Performance Index (API) score of 818.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	10.97 %	Kindergarten	114
Amer. Indian or Alaskan Native	0.69 %	Grade 1	90
Asian	7.82 %	Grade 2	112
Filipino	2.19 %	Grade 3	107
Hisp. or Latino	20.44 %	Grade 4	104
Pacific Islander	0.69 %	Grade 5	104
Caucasian	50.75 %	Grade 6	98
Multi-Racial	5.62 %		
Total Enrollment			729

## Student Achievement

### Standardized State Assessments

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

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Dudley Elementary School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	61	57	62	54	53	57	52	54	56
Math	67	63	56	48	49	51	48	50	51
Science	55	45	46	60	54	56	54	57	60
Social Science				45	46	47	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	Dudley Elementary School								
	African Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	48	*	55	69	63	58	55	*	
Math	40	*	55	66	50	48	39	*	
Science	18	*	*	53	*	46	*	*	
Social Science									

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	CJUSD	Dudley Elementary School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	57	62	57	66	41	53	50		
Math	51	56	57	54	50	52	41		
Science	56	46	55	38	*	34	*		
Social Science	47								

### 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 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	23.40%	16.80%	33.60%
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			
	2009	2010	2011
Statewide Rank	7	7	6
Similar Schools Rank	8	9	5

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	9	-24	0
<b>Ethnic Subgroups</b>			
African-Amer.	•	20	•
Amer. Indian or Alaskan Native	•	•	•
Asian	•	•	•
Filipino	•	•	•
Hisp. or Latino	20	-43	16
Multi-Racial	•	•	•
Pacific Islander	•	•	•
Caucasian	4	-11	6
<b>Other Subgroups</b>			
Students with Disabilities	•	•	•
Economically Disadvantaged	32	-29	-7
English Learners	-11	-37	16

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.	740	750	710
Amer. Indian or Alaskan Native		820	742
Asian	832	842	905
Filipino	845	867	869
Hisp. or Latino	798	755	740
Pacific Islander		751	775
Caucasian	847	817	853
Multi-Racial	763	748	849
Economically Disadvantaged	788	771	737
English Learners	795	760	716
Students with Disabilities	698	635	607
All Students	818	796	788

### 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 2011-12 AYP cycle, elementary and middle schools must achieve a 78.4% or higher proficiency rate in all subgroup populations for English/Language Arts and 79% 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 740 or increasing the API growth by 1 point.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?		
AYP Indicator	DES	CJUSD
Overall Results	No	No
<b>Participation Rate</b>		
Language Arts	Yes	Yes
Math	Yes	Yes
<b>Percent Proficient</b>		
Language Arts	No	No
Math	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 2011-12, Dudley Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status		
	DES	CJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 2
No. of Schools Currently in PI		3
% of Schools Currently Identified for PI		33.3%

### 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. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Painting exterior
- Build wrought iron gates and enclosures for security purposes at Dudley (2012-13)
- Replace siding on Dudley portables (2012-13)
- Painting interior and exterior (2012-13)
- New carpet in portables (2012-13)
- Install LCD projectors in classrooms (2012-13)

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 2011-12 school year, Dudley Elementary School received \$5,045 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing
- Heating/Air Conditioning Systems
- Other Systems

### **Facilities Inspection**

The district's maintenance department inspects Dudley Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Dudley Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 23, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, October 23, 2012			
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 - Window has BB holes; Rm A1 - Upper window has BB hole; Rm A6 - Cracked window; Rm A7 - 2 windows have BB holes; Rm B4 - Upper window as BB hole; Rm C3 - Upper 2 windows have BB holes; Rm C4 - Upper 2 windows have BB holes; Rm C5 - BB hole in window
(4)	Rm C1 - Furtex needs replacing in 2 spots; Rm M6 - Needs carpet; Rm T3 - Door needs paint; Rm T4 - Stained ceiling tiles
(6)	Cafeteria/MP - AC compressors abandoned in place
(14)	Cafeteria/MP - AC compressors abandoned in place

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 September 2012.

#### 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		
	09-10	10-11	11-12
Suspensions (#)	39	39	45
Suspensions (%)	5.87 %	5.92 %	6.17 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	116	151	189
Suspensions (%)	5.20 %	6.67 %	7.61 %
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	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

Grade	Avg. Class Size	2011-12		
		Number of Classrooms		
		1-20	21-32	33+
K	28.3		4	
1	28.7		3	
2	30.3		4	
3	25.3	1	3	
4	30.0		3	1
5	29.0		3	
6	32.3		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 2011-12 school year, Dudley Elementary School held 1 staff development day devoted to:

- Healthy Play and Second Steps (conflict mediation programs)
- Depth and Complexity Strategies
- Math Collaboration
- SDAIE Strategies
- Safety
- Marzano's Academic Vocabulary

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 2011-12 school year, Dudley Elementary School's

teachers attended the following events hosted by the Center Joint Unified School District:

- Marzano's Academic Vocabulary

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		
2009-10	2010-11	2011-12
3	3	1

### 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, September 19, 2012, 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 #4/2012-13 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 2012-13 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

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

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



## Professional Staff

### Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2011-12		
	No. of Staff	FTE
Counselor	1	0.9
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 2011-12 school year, Dudley Elementary School had 26 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 2011-12		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB-Compliant Teachers
Dudley Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	09-10	DES 10-11	11-12	CJUSD 11-12
Total Teachers	34	23	26	174
Teachers with full credentials	34	23	26	174
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	0
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 12-13	CJUSD 12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	DES	CJUSD
Doctorate	0.0 %	1.4 %
Master's degree plus 30 or more semester hours	21.4 %	24.9 %
Master's degree	0.0 %	1.4 %
Bachelor's degree plus 30 or more semester hours	78.6 %	69.0 %
Bachelor's degree	0.0 %	3.3 %
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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$38,528	\$38,725
Mid-Range Teacher Salary	\$60,187	\$59,717
Highest Teacher Salary	\$78,936	\$77,957
Superintendent Salary	\$148,201	\$149,398
<b>Average Principal Salaries:</b>		
Elementary School	\$94,702	\$95,363
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	45%	37%
Administrative Salaries	5%	6%

## Expenditures Per Student

For the 2010-11 school year, Center Joint Unified School District spent an average of \$7,753 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2010-11 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)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

## 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 December 2012.

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
	OES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	638	4838	N/A	N/A	N/A
Total**	\$5,091	\$5,812	87.60	N/A	N/A
Restr.†	\$1,263	\$1,494	84.50	N/A	N/A
Unrestr.††	\$3,828	\$4,317	88.67	\$5,455	70.18
Avg Teacher Salary	\$70,490	\$68,094	103.52	\$57,019	123.63

\* 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.

# 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

## 2011-12 School Accountability Report Card *Published January 2013*

Center Joint Unified School District  
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(916) 338-6400

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

### 2012-13 Board of Trustees

Nancy Anderson

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### District Administration

Scott Loehr  
Superintendent

Craig Deason  
Assistant Superintendent

David Grimes  
Director of Personnel/Student Services

Jeanne Bess  
Director of Fiscal Services

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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 2011-12 school year, 61 students were enrolled, including 3% in special education, 12% qualifying for English Language Learner support, and 75% qualifying for free or reduced price lunch. Global Youth Charter High School achieved a 2012 Academic Performance Index (API) score of 768 and met all 2012 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	16.39 %	Grade 9	12
Amer. Indian or Alaskan Native	0.00 %	Grade 10	12
Asian	6.56 %	Grade 11	18
Filipino	0.00 %	Grade 12	14
Hisp. or Latino	42.62 %		
Pacific Islander	0.00 %		
Caucasian	21.31 %		
Multi-Racial	0.00 %		
Total Enrollment			56

# Student Achievement

## Standardized State Assessments

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

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infkt.doc>.

## 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 88% 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		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	60	57	61	54	53	57	52	54	56
Math	6	7	9	48	49	51	48	50	51
Science	*	*	31	60	54	56	54	57	60
Social Science	23	33	69	45	46	47	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	Global Youth Charter High School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	*	62	*	57	*	*
Math	*	*	*	*	*	*	*	*
Science	*	*	*	*	*	*	*	*
Social Science	*	*	*	*	*	79	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	CJUSD	Global Youth Charter High School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	57	61	58	65	*	65	*	*
Math	51	9	9	10	*	6	*	*
Science	56	31	*	*	*	27	*	*
Social Science	47	69	82	50	*	71	*	*

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2011-12						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	47	29	24	53	29	18
Male	*27	*	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	38	36	27	36	45	18
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels								
	Global Youth Charter High School			CJUSD			California	
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11
Language Arts	72	81	53	61	58	60	54	59
Math	47	42	47	66	54	64	54	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 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth	7.70%	23.10%	53.80%

### 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			
	2009	2010	2011
Statewide Rank	4	5	6
Similar Schools Rank	N/A	N/A	*

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

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	35	27	10
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	*	*	*

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2012 Growth API		
	School	District	State
African-Amer.		750	710
Amer. Indian or Alaskan Native		820	742
Asian		842	905
Filipino		867	869
Hisp. or Latino	727	755	740
Pacific Islander		751	775
Caucasian		817	853
Multi-Racial		748	849
Economically Disadvantaged	749	771	737
English Learners		760	716
Students with Disabilities		635	607
All Students	768	796	788

## 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 2011-12 AYP cycle, high schools must achieve a 77.8% or higher proficiency rate in English/Language Arts and 77.4% 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 740 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/ncdb/](http://www.cde.ca.gov/ncdb/) and the U.S. Department of Education's website [www.ed.gov/ncdb/accountability/](http://www.ed.gov/ncdb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?		
AYP Indicator	GYCHS	CJUSD
Overall Results	Yes	No
<b>Participation Rate</b>		
Language Arts	Yes	Yes
Math	Yes	Yes
<b>Percent Proficient</b>		
Language Arts	Yes	No
Math	Yes	No
API Score	N/A	Yes
Graduation Rate	N/A	No

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

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2011-12, Global Youth Charter High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

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

Title I Program Improvement (PI) Status		
	GYCHS	CJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 2
No. of Schools Currently in PI		3
% of Schools Currently Identified for PI		33.3%

## 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, letters, parent conferences, progress reports, school website, and Monday message emails (English and 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, custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day

custodian and no evening custodians are assigned to Global Youth Charter High School. The day custodian is responsible for:

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

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with 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 2011-12 school year, Global Youth Charter High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

### Facilities Inspection

The district's maintenance department inspects Global Youth Charter High School on an annual basis in accordance with Education Code §17592.72(c)(1). Global Youth Charter High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, October 25, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, October 25, 2012			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)		✓	
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Rm 25 - Heat pump vandalized, no compressor; Rm 27 - Heat pump vandalized, no compressor; Rm 28 - Heat pump vandalized, no compressor
(3)	MP Room - Door hardware old; Rm 25 - Fence cut open; Rm 37 - Door has small dent from break in attempt
(4)	Rm 41 - Ceiling tile stained, transition strips needed at girls' restroom and kitchen; Rm 50 - Ceiling tile stained, light cover missing, carpet bad
(6)	MP Room - Skylight cracked
(8)	Rm 43 - 2 light covers missing in ceiling; Rm 25 - wiring stolen-no power; Rm 27 - Wire stolen-no power; Rm 28 - Wiring stolen-no power

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 2012.

### 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		
	09-10	10-11	11-12
Suspensions (#)	10	0	4
Suspensions (%)	9.80 %	0.00 %	6.56 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD High Schools		
	09-10	10-11	11-12
Suspensions (#)	332	385	305
Suspensions (%)	18.51 %	22.87 %	18.89 %
Expulsions (#)	17	13	22
Expulsions (%)	0.95 %	0.77 %	1.36 %

*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	2009-10		
		Number of Classrooms		
		1-22	23-32	33+
English	15.0	4	•	•
Math	15.5	3	1	•
Science	20.0	2	1	•
Social Science	16.5	2	•	•
Subject	Avg. Class Size	2010-11		
		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	•
Subject	Avg. Class Size	2011-12		
		Number of Classrooms		
		1-22	23-32	33+
English	15.8	4	•	•
Math	14.0	3	•	•
Science	17.5	1	1	•
Social Science	13.7	3	•	•

#### 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, 2010-11 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) \* 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates				
	GYCHS			
	08-09	09-10	10-11	
	Dropout Rate**	3.9%	29.4%	13.3%
	Graduation Rate	0.0%	64.7%	86.7%
	CJUSD			
	08-09	09-10	10-11	
	Dropout Rate	5.4%	16.1%	16.7%
	Graduation Rate	78.8%	78.1%	80.1%
	California			
	08-09	09-10	10-11	
Dropout Rate	4.6%	16.6%	14.4%	
	Graduation Rate	80.4%	74.7%	76.3%

## 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* 2010-11**			
Global Youth Charter High School	CJUSD	California	
86.7 %	80.1 %	76.3 %	
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 2011-12 school year, Global Youth Charter High School held staff development training 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 2011-12 school year, Global Youth Charter High School's teachers attended the following events hosted by the Center Joint Unified School District:

- Marzano's Academic Vocabulary

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		
2009-10	2010-11	2011-12
3	3	1

### 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, September 19, 2012, 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 #4/2012-13 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 2012-13 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to

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

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>History-Social Science</b>		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>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 %
<b>Language Arts</b>		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
<b>Math</b>		
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>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 &amp; Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
<b>Science</b>		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

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

## College Preparation & Work Readiness

### College Preparation Courses

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

### Admission Requirements for California Public Universities

#### University of California

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



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

#### California State University

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

Students Enrolled in UC/CSU Courses 2010-11*	
	%
Students enrolled in courses required for UC/CSU admission	35.4
Graduates who completed all courses required for UC/CSU admission	0

\*Most current data available

#### Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Global Youth Charter High School did not offer any advanced placement courses during the 2011-12 school year. Students' have the ability to take advanced placement 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 meet 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 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) 2011-12	
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) 2011-12		
	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 2011-12 school year, Global Youth Charter High School had 5 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2011-12		
	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
	09-10	10-11	11-12	11-12
Total Teachers	4	4	5	174
Teachers with full credentials	4	4	5	174
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	0
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
	12-13	12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	GYCHS	CJUSD
Doctorate	0.0 %	1.4 %
Master's degree plus 30 or more semester hours	16.7 %	24.9 %
Master's degree	0.0 %	1.4 %
Bachelor's degree plus 30 or more semester hours	66.7 %	69.0 %
Bachelor's degree	16.7 %	3.3 %
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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,528	\$38,725
Mid-Range Teacher Salary	\$60,187	\$59,717
Highest Teacher Salary	\$76,936	\$77,957
Superintendent Salary	\$148,201	\$149,398
<b>Average Principal Salaries:</b>		
High School	\$111,800	\$107,031
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	45%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2010-11 school year, Center Joint Unified School District spent an average of \$7,753 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2010-11 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)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
Dollars Spent per Student					
	GYCHS	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	79	4838	N/A	N/A	N/A
Total**	\$7,778	\$5,812	133.84	N/A	N/A
Restr.†	\$500	\$1,494	33.43	N/A	N/A
Unrestr.††	\$7,279	\$4,317	168.59	\$5,455	133.43
Avg. Teacher Salary	\$47,375	\$68,094	69.57	\$57,019	83.09

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about 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 December 2012.

# Center Joint Unified School District McClellan High School

Grades 9 through 12  
David DeArcos, Principal



8725 Watt Avenue  
Antelope, CA 95843-9116  
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## 2011-12 School Accountability Report Card *Published January 2013*

Center Joint Unified School District  
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(916) 338-6400

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

### 2012-13 Board of Trustees

Nancy Anderson  
Jeremy Hunt  
Kelly Kelley  
Delrae Pope  
Donald E. Wilson

### District Administration

Scott Loehr  
Superintendent  
Craig Deason  
Assistant Superintendent  
David Grimes  
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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 2011-12 school year, 104 students were enrolled, including 4% in special education, 10% qualifying for English Language Learner support, and 66% qualifying for free or reduced price lunch. McClellan High School achieved a 2012 Academic Performance Index (API) score of 553.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	13.48 %	Grade 9	0
Amer. Indian or Alaskan Native	2.88 %	Grade 10	18
Asian	5.77 %	Grade 11	33
Filipino	0.96 %	Grade 12	53
Hisp. or Latino	17.31 %		
Pacific Islander	0.96 %		
Caucasian	46.15 %		
Multi-Racial	0.96 %		
Total Enrollment			104

## Student Achievement

### Standardized State Assessments

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

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

### 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; 64% of McClellan High School's tenth grade students who took the test passed the math portion of the exam and 92% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

### Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Due to the moderate number of students tested, and in order to protect confidentiality, fitness scores are not disclosed for McClellan High School.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	McClellan High School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	14	15	12	54	53	57	52	54	56
Math	9	3	5	48	49	51	48	50	51
Science	24	23	11	60	54	58	54	57	60
Social Science	8	17	8	45	46	47	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	McClellan High School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	9	*	*	15	*	13	*		
Math	*	*	*	*	*	*	*		
Science	*	*	*	8	*	*	*		
Social Science	*	*	*	9	*	13	*		

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	CJUSD	McClellan High School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	57	12	13	11	*	7	*		
Math	51	5	7	*	*	*	*		
Science	56	11	13	*	*	7	*		
Social Science	47	8	11	4	*	4	*		

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2011-12						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	67	17	17	55	45	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	McClellan High School			CJUSD			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	30	33		61	58	60	54	59	56
Math	21	45		66	54	64	54	56	58

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 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth			

### Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2009	2010	2011
Statewide Rank	**	**	**
Similar Schools Rank	**	**	**

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	75	12	-6
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	*	*	*
<b>Other Subgroups</b>			
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	*	*	*

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.		750	710
Amer. Indian or Alaskan Native		820	742
Asian		842	905
Filipino		867	869
Hisp. or Latino		755	740
Pacific Islander		751	775
Caucasian	587	817	853
Multi-Racial		748	849
Economically Disadvantaged	501	771	737
English Learners		760	716
Students with Disabilities		635	607
All Students	553	796	788

## 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 2011-12 AYP cycle, high schools must achieve a 77.8% or higher proficiency rate in English/Language Arts and 77.4% 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 740 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/ncib/](http://www.cde.ca.gov/ncib/) and the U.S. Department of Education's website [www.ed.gov/ncib/accountability/](http://www.ed.gov/ncib/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
<i>Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	MHS	CJUSD
Overall Results	No	No
<b>Participation Rate</b>		
Language Arts	Yes	Yes
Math	Yes	Yes
<b>Percent Proficient</b>		
Language Arts	No	No
Math	Yes	No
API Score	N/A	Yes
Graduation Rate	Yes	No

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

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2011-12, 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/act/i/](http://www.cde.ca.gov/ta/act/i/).

Title I Program Improvement (PI) Status		
	MHS	CJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 2
No. of Schools Currently in PI		3
% of Schools Currently Identified for PI		33.3%

## 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 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 1960; 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:

- Replace siding on portable (2012-13)
- Paint doors (2012-13)

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 no evening custodians are assigned to McClellan High School. The day custodian is responsible for:

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

Restrooms are checked 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	1960
Acreage	8.540
Square Footage	35241
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 2011-12 school year, McClellan High School received \$6,236 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing

### 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 Thursday, October 25, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, October 25, 2012			
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; C7 - Door needs paint
(4)	A Wing 2 - Ceiling tiles have stains; Portable - Stained ceiling tiles; C7 - Ceiling tiles damaged; C11 - Ceiling tiles broken
(6)	Cafeteria & MP Room - Cafeteria window cracked
(13)	Field - Asphalt has cracks, old play box not in use-dilapidated

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

#### Rating Description

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

#### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, custodian, and campus monitor patrol the campus, entrance areas, and designated common areas. The principal, custodian, and campus monitor monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, 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, updated, and discussed with school staff in August 2012.

### 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		
	09-10	10-11	11-12
Suspensions (#)	158	212	185
Suspensions (%)	169.89 %	194.50 %	177.88 %
Expulsions (#)	7	2	3
Expulsions (%)	7.53 %	1.83 %	2.88 %
	CJUSD High Schools		
Suspensions (#)	332	385	305
Suspensions (%)	18.51 %	22.87 %	18.89 %
Expulsions (#)	17	13	22
Expulsions (%)	0.95 %	0.77 %	1.36 %

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	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	*
Subject	Avg. Class Size	2011-12		
		Number of Classrooms		
		1-22	23-32	33+
English	20.8	3	2	*
Math	21.5	2	2	*
Science	23.5	*	2	*
Social Science	20.2	1	4	*

#### 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, 2010-11 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) \* 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	MHS		
	08-09	09-10	10-11
Dropout Rate	35.5%	16.1%	16.7%
Graduation Rate	78.8%	78.1%	80.1%
	CJUSD		
	08-09	09-10	10-11
Dropout Rate	5.4%	16.1%	16.7%
Graduation Rate	78.8%	78.1%	80.1%
	California		
	08-09	09-10	10-11
Dropout Rate	4.6%	16.6%	14.4%
Graduation Rate	80.4%	74.7%	76.3%

## 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* 2010-11**			
McClellan High School	CJUSD	California	
80.1 %	80.1 %	76.3 %	
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 2011-12 school year, McClellan High School held staff development training 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 2011-12 school year, McClellan High School's teachers attended the following events hosted by the Center Joint Unified School District:

- Marzano's Academic Vocabulary

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		
2009-10	2010-11	2011-12
3	3	1

### 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, September 19, 2012, 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 #4/2012-13 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 2012-13 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>History-Social Science</b>		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>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 %
<b>Language Arts</b>		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
<b>Math</b>		
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>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 &amp; Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
<b>Science</b>		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

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

## College Preparation & Work Readiness

### College Preparation Courses

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

### Admission Requirements for California Public Universities



### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/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 2010-11*	
Students enrolled in courses required for UC/CSU admission	8.0
Graduates who completed all courses required for UC/CSU admission	0

\*Most current data available

### Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their sophomore year, students meet with the counselor to discuss their four-year academic plan and are introduced to McClellan High School's technical and career education programs. The counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives.

Students at McClellan High School have access to Regional Occupational Programs (ROP) 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. ROP courses are offered in partnership with both Sacramento and Placer 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) 2011-12		
	No. of Staff	FTE
Counselor	1	0.5

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2011-12 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 2011-12		
	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
	09-10	10-11	11-12	11-12
Total Teachers	6	5	5	174
Teachers with full credentials	6	5	5	174
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	0
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 12-13	CJUSD 12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	MHS	CJUSD
Doctorate	0.0 %	1.4 %
Master's degree plus 30 or more semester hours	16.7 %	24.9 %
Master's degree	0.0 %	1.4 %
Bachelor's degree plus 30 or more semester hours	83.3 %	69.0 %
Bachelor's degree	0.0 %	3.3 %
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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,528	\$38,725
Mid-Range Teacher Salary	\$60,187	\$59,717
Highest Teacher Salary	\$76,936	\$77,957
Superintendent Salary	\$148,201	\$149,398
<b>Average Principal Salaries:</b>		
High School	\$111,800	\$107,031
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	45%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2010-11 school year, Center Joint Unified School District spent an average of \$7,753 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2010-11 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)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student			State	
	MHS	CJUSD	% Diff. School & Dist.	Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	106	4838	N/A	N/A	N/A
Total**	\$10,267	\$5,812	176.65	N/A	N/A
Restr. †	\$3,004	\$1,494	201.01	N/A	N/A
Unrestr. ††	\$7,263	\$4,317	168.22	\$5,455	133.14
Avg. Teacher Salary	\$70,422	\$68,094	103.42	\$57,019	123.51

\* 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 December 2012.

# 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

## 2011-12 School Accountability Report Card *Published January 2013*

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

**Website Address**  
www.centerusd.org

### 2012-13 Board of Trustees

Nancy Anderson  
Jeremy Hunt  
Kelly Kelley  
Delrae Pope  
Donald E. Wilson

### District Administration

Scott Loehr  
Superintendent  
  
Craig Deason  
Assistant Superintendent  
  
David Grimas  
Director of Personnel/Student Services  
  
Jeanne Bess  
Director of Fiscal Services

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## Principal's Message

Welcome to North Country, a Franklin Covey Leadership school and 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 teaching all students the Seven Habits of Highly Effective People guiding them in respecting themselves and others. We are beginning the implementation of common core standards throughout the curriculum while integrating project-based learning activities in each subject area.

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

To guide and encourage each student to thrive, to seek, to discover and to lead in order to be prepared for life's challenges.

### VISION STATEMENT:

At North Country we begin with the end in mind in order to clearly understand our destination. All students are prepared for the 21st century through leadership and critical thinking skills.

We live our motto - Developing leaders, one child at a time.

## 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 2011-12 school year, 566 students were enrolled, including 7% in special education, 27% qualifying for English Language Learner support, and 67% qualifying for free or reduced price lunch. North Country Elementary School achieved a 2012 Academic Performance Index (API) score of 833.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	9.89 %	Kindergarten	116
Amer. Indian or Alaskan Native	0.88 %	Grade 1	83
Asian	6.36 %	Grade 2	72
Filipino	2.12 %	Grade 3	73
Hisp. or Latino	27.56 %	Grade 4	80
Pacific Islander	0.88 %	Grade 5	70
Caucasian	44.70 %	Grade 6	72
Multi-Racial	7.60 %		
Total Enrollment			566

## Student Achievement

### Standardized State Assessments

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

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	North Country Elementary School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	63	58	63	54	53	57	52	54	56
Math	67	64	60	48	49	51	48	50	51
Science	49	43	44	60	54	56	54	57	60
Social Science				45	46	47	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	North Country Elementary School:								
	African Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	60	*	64	66	*	53	79	*	
Math	46	*	60	66	*	46	74	*	
Science	*	*	*	53	*	29	*	*	
Social Science									

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	CJUSD	North Country Elementary School:							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	57	63	58	69	36	59	61		
Math	51	60	58	62	41	56	52		
Science	56	44	49	38	*	41	*		
Social Science	47								

### 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 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	26.50%	25.00%	23.50%
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			
	2009	2010	2011
Statewide Rank	7	8	6
Similar Schools Rank	8	10	7

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	34	-29	13
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	65	-24	-23
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	35	-31	25
<b>Other Subgroups</b>			
Students with Disabilities	*	*	*
Economically Disadvantaged	44	-34	19
English Learners	33	-27	7

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.	789	750	710
Amer. Indian or Alaskan Native		820	742
Asian	860	842	905
Filipino		867	869
Hisp. or Latino	790	755	740
Pacific Islander		751	775
Caucasian	848	817	853
Multi-Racial	883	748	849
Economically Disadvantaged	817	771	737
English Learners	795	760	716
Students with Disabilities	748	635	607
All Students	833	796	788

### 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 2011-12 AYP cycle, elementary and middle schools must achieve a 78.4% or higher proficiency rate in all subgroup populations for English/Language Arts and 79% of 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 740 or increasing the API growth by 1 point.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?		
AYP Indicator	NCES	CJUSD
Overall Results	No	No
<b>Participation Rate</b>		
Language Arts	Yes	Yes
Math	Yes	Yes
<b>Percent Proficient</b>		
Language Arts	No	No
Math	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 2011-12, North Country Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status		
	NCES	CJUSD
PI Status	In PI	In PI
Implementation Year	2012-2013	2011-2012
Year in PI	Year 1	Year 2
No. of Schools Currently in PI		3
% of Schools Currently Identified for PI		33.3%

### 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, 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 Field Trips  
Classroom Helper  
Library Assistant  
Student Store  
PTA Sponsored School Events

### **Committees**

English Learner Advisory Council  
Parent Teacher Association  
School Site Council

### **School Activities**

Science Night  
Spelling Bee  
Harvest Festival  
Geography Bee  
Title I Information Sessions  
Open House/Silent Auction

## **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
- Replace phone system (2012-13)
- Restroom counter upgrades (2012-13)
- Replace siding on pods (2012-13)

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	10
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 2011-12 school year, North Country Elementary School received \$4,846 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing
- Heating/Air Conditioning Systems
- Other Systems

### **Facilities Inspection**

The district's maintenance department inspects North Country Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). North Country Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 23, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, October 23, 2012			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Willow 1 - Door closer part missing; Laurel 1 - Old style door handle worn out; Birch - Rain gutter making rust stain by door; Laurel 3 - Door handle worn out; Oak 3 - Hinge & handle bound; Cypress 1 - BB holes in window; Willow RR - Door handles starting to wear out
(4)	Pine 1 - Unmatched tiles; Cottonwood 1 - Wall patched by door and dirty; Aspen 1 - Sheetrock cracked; Willow Workroom - Patched wall needs paint; Sequoia Workroom - Missing clock; Cottonwood 2 - Front wall dirty; Willow 2 - Stain on ceiling tile; Cottonwood 3 - Sheetrock cracked by window
(6)	Birch - Door settled; Maple 2 - Stains; Cypress 3 - Paint is blotched; Maple 3 - Bad siding
(8)	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 - Photoeye outside lights broken

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 2012.

## Classroom Environment

### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	NCES		
	09-10	10-11	11-12
Suspensions (#)	33	41	41
Suspensions (%)	6.75 %	8.15 %	7.24 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD Elementary Schools		
	116	151	189
Suspensions (#)	116	151	189
Suspensions (%)	5.20 %	6.67 %	7.61 %
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	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	4		
1	20.3	3	1	
2	20.8	1	3	
3	19.4	5		
4	25.0		3	
5	28.0		3	
Grade	2010-11			
	Avg. Class Size	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	
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	29.0	1	2	1
1	31.3		3	
2	30.5		2	
3	28.7		3	
4	24.5	1	3	
5	34.0			2
6	34.5			2

## 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 2011-12 school year, North Country Elementary School held staff development training 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 2011-12 school year, North Country Elementary School's teachers attended the following events hosted by the Center Joint Unified School District and/or Franklin Covey:

- Marzano's Academic Vocabulary
- The Seven Habits of Highly Effective People
- The Leader in Me Implementation Workshop

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		
2009-10	2010-11	2011-12
3	3	1

### 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, September 19, 2012, 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 #4/2012-13 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 2012-13 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

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

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



## Professional Staff

### Counseling & Support Staff

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) 2011-12		
	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 2011-12 school year, North Country Elementary School had 19 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 2011-12		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
North Country Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	NCES			CJUSD
	09-10	10-11	11-12	11-12
Total Teachers	28	18	19	174
Teachers with full credentials	28	18	19	174
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	0
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
	12-13	12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	NCES	CJUSD
Doctorate	0.0 %	1.4 %
Master's degree plus 30 or more semester hours	33.3 %	24.9 %
Master's degree	0.0 %	1.4 %
Bachelor's degree plus 30 or more semester hours	66.7 %	69.0 %
Bachelor's degree	0.0 %	3.3 %
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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,528	\$38,725
Mid-Range Teacher Salary	\$60,187	\$59,717
Highest Teacher Salary	\$76,936	\$77,957
Superintendent Salary	\$148,201	\$149,398
<b>Average Principal Salaries:</b>		
Elementary School	\$94,702	\$95,363
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	45%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2010-11 school year, Center Joint Unified School District spent an average of \$7,753 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2010-11 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)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- 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.sacilibrary.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 December 2012.

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student:				
	NCES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	487	4838	N/A	N/A	N/A
Total**	\$5,611	\$5,812	96.55	N/A	N/A
Restr. †	\$1,738	\$1,494	116.32	N/A	N/A
Unrestr. ††	\$3,873	\$4,317	89.70	\$5,455	70.99
Avg. Teacher Salary	\$71,223	\$68,094	104.60	\$57,019	124.91

\* 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 6  
Patty Spore, Principal



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

**2011-12 School Accountability Report Card**  
*Published January 2013*

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

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

**2012-13  
Board of Trustees**

Nancy Anderson  
Jeremy Hunt  
Kelly Kelley  
Detrae Pope  
Donald E. Wilson

**District Administration**

Scott Loehr  
Superintendent  
  
Craig Deason  
Assistant Superintendent  
  
David Grimes  
Director of Personnel/Student Services  
  
Jeanne Bess  
Director of Fiscal Services

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SARC Data

**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 six following a modified traditional calendar. At the beginning of the 2011-12 school year, 797 students were enrolled, including 6% in special education, 22% qualifying for English Language Learner support, and 53% qualifying for free or reduced price lunch. Oak Hill Elementary School achieved a 2012 Academic Performance Index (API) score of 844.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	13.68 %	Kindergarten	109
Amer. Indian or Alaskan Native	1.25 %	Grade 1	141
Asian	6.40 %	Grade 2	106
Filipino	3.14 %	Grade 3	112
Hisp. or Latino	15.93 %	Grade 4	91
Pacific Islander	1.13 %	Grade 5	127
Caucasian	53.07 %	Grade 6	111
Multi-Racial	4.64 %		
Total Enrollment			797

## Student Achievement

### Standardized State Assessments

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

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Oak Hill Elementary School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	66	63	66	54	53	57	52	54	56
Math	65	66	62	48	49	51	48	50	51
Science	69	63	51	60	54	56	54	57	60
Social Science				45	46	47	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	Oak Hill Elementary School								
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Cauca- sian	Filipino	Hisp. or Latino	Multi- Racial	Pacific Islander	
Language Arts	59	*	64	69	86	61	*	*	
Math	54	*	54	68	81	46	*	*	
Science	56	*	*	51	*	56	*	*	
Social Science									

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	CJUSD	Oak Hill Elementary School							
	All	All	Male	Female	English Learners	Econo- mically Dis- advan- taged	Students with Dis- abilities	Migrant Educ.	
Lang. Arts	57	66	62	70	44	61	42	*	
Math	51	62	65	59	51	56	53	*	
Science	56	51	51	52	21	47	*	*	
Social Science	47								

### 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 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	19.20%	29.20%	38.30%
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			
	2009	2010	2011
Statewide Rank	8	8	7
Similar Schools Rank	8	9	9

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	1	1	-7
<b>Ethnic Subgroups</b>			
African-Amer.	•	24	12
Amer. Indian or Alaskan Native	•	•	•
Asian	•	•	•
Filipino	•	•	•
Hisp. or Latino	•	•	•
Multi-Racial	•	•	•
Pacific Islander	•	•	•
Caucasian	-2	8	-18
<b>Other Subgroups</b>			
Students with Disabilities	•	•	•
Economically Disadvantaged	11	3	-5
English Learners	-19	9	-11

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.	825	750	710
Amer. Indian or Alaskan Native		820	742
Asian	843	842	905
Filipino	935	867	869
Hisp. or Latino	802	755	740
Pacific Islander		751	775
Caucasian	855	817	853
Multi-Racial		748	849
Economically Disadvantaged	813	771	737
English Learners	823	760	716
Students with Disabilities	731	635	607
All Students	844	796	788

### 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 2011-12 AYP cycle, elementary and middle schools must achieve a 78.4% or higher proficiency rate in all subgroup populations for English/Language Arts and 79% 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 740 or increasing the API growth by 1 point.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
<i>Did the school and district meet or exceed 2012 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 2011-12, Oak Hill Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status		
	OHES	CJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 2
No. of Schools Currently in PI		3
% of Schools Currently Identified for PI		33.3%

### 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. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Restroom counter upgrades (2012-13)
- Door latch upgrades on portables (2012-13)

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 2011-12 school year, Oak Hill Elementary School received \$15,484 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing
- Electrical Systems
- Other Systems

### **Facilities Inspection**

The district's maintenance department inspects Oak Hill Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Oak Hill Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, October 22, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Monday, October 22, 2012			
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
(4)	Lake Tahoe - Restroom formica swelling; San Francisco Bay - Sign missing; Shasta - Ceiling tiles stained and missing - workroom, rain stains on exterior, signs faded and missing; Oyster Cove - Sheetrock scraped and ceiling tile stained, signed scratched up; Mission 5 - Hole in wall by phone; Mission 6 - Stained ceiling tile; Tule Lake 1 - Needs paint on exterior door wall, furtex ripped
(6)	San Francisco Bay - Stucco needs patching; Tule Lake - Flashing loose at window; Oyster Cove - Sheetrock scraped and ceiling tile stained, sign scratched up; Tule Lake 1 - Needs paint on exterior door; furtex ripped; Tule Lake 3 - 2 light covers missing; Tule Lake 5 - Flashing loose at window
(8)	Administration - Patio GFI missing cover, exterior patio door handle broken; Bodega Bay - Outside light panel broken; Tule Lake - 2 light covers missing Tule 3; Tule Lake 3 - 2 light covers missing
(11)	Lake Tahoe - Restroom formica swelling; MP - Girls' exterior RR door vents rusty
(13)	Drakes Bay - Needs new basketball hoop; Mission Bay - Grass needs replanting in front of portables

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 the Board in February 2012 and school staff in March 2012.

#### 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		
	09-10	10-11	11-12
Suspensions (#)	25	36	56
Suspensions (%)	3.37 %	4.81 %	7.03 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	116	151	189
Suspensions (%)	5.20 %	6.67 %	7.61 %
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	2009-10		
		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	Avg. Class Size	2010-11		
		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
Grade	Avg. Class Size	2011-12		
		Number of Classrooms		
		1-20	21-32	33+
K	30.8		4	
1	31.8		4	1
2	31.8		4	
3	30.8		4	
4	30.3		2	1
5	32.0		3	1
6	27.0	1	3	

## 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 2011-12 school year, Oak Hill Elementary School held staff development training devoted to:

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

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 2011-12 school year, Oak Hill Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

### • Marzano's Academic Vocabulary

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		
2009-10	2010-11	2011-12
3	3	1

### 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, September 19, 2012, 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 #4/2012-13 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 2012-13 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

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

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



## Professional Staff

### Counseling & Support Staff

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) 2011-12		
	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 2011-12 school year, Oak Hill Elementary School had 25 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 2011-12		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Oak Hill Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	OHES			CJUSD
	09-10	10-11	11-12	11-12
Total Teachers	38	27	25	174
Teachers with full credentials	38	27	25	174
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	0
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 12-13	CJUSD 12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	OHES	CJUSD
Doctorate	6.9 %	1.4 %
Master's degree plus 30 or more semester hours	17.2 %	24.9 %
Master's degree	0.0 %	1.4 %
Bachelor's degree plus 30 or more semester hours	75.9 %	69.0 %
Bachelor's degree	0.0 %	3.3 %
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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,528	\$38,725
Mid-Range Teacher Salary	\$60,187	\$59,717
Highest Teacher Salary	\$76,936	\$77,957
Superintendent Salary	\$148,201	\$149,398
<b>Average Principal Salaries:</b>		
Elementary School	\$94,702	\$95,363
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	45%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2010-11 school year, Center Joint Unified School District spent an average of \$7,753 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2010-11 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)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
	OHES	CJUSD	% Diff. School & Dist.	State Avg. Dist. Same Size & Type	% Diff. School & State
ADA*	716	4838	N/A	N/A	N/A
Total**	\$4,770	\$5,812	82.07	N/A	N/A
Restr.†	\$834	\$1,494	55.84	N/A	N/A
Unrestr.††	\$3,935	\$4,317	91.15	\$5,455	72.14
Avg. Teacher Salary	\$67,476	\$68,094	99.09	\$57,019	118.34

\* 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.

### 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 December 2012.

# Center Joint Unified School District Spinelli Elementary School

Grades K through 6  
Kristin Schmieder, Principal



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

## 2011-12 School Accountability Report Card *Published January 2013*

Center Joint Unified School District  
8408 Watt Ave.  
Antelope, CA 95843-9118  
(916) 338-6400

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

### 2012-13 Board of Trustees

Nancy Anderson  
Jeremy Hunt  
Kelly Kelley  
Delrae Pope  
Donald E. Wilson

### District Administration

Scott Loehr  
Superintendent  
  
Craig Deason  
Assistant Superintendent  
  
David Grimes  
Director of Personnel/Student Services  
  
Jeanne Bess  
Director of Fiscal Services

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School Profile  
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Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
Professional Staff  
District Expenditures  
SARC Data

## Principal's Message

I'd like to welcome you to 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 six following a modified traditional calendar. At the beginning of the 2011-12 school year, 392 students were enrolled, including 28% in special education, 29% qualifying for English Language Learner support, and 78% qualifying for free or reduced price lunch. Spinelli Elementary School achieved a 2012 Academic Performance Index (API) score of 805.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	11.99 %	Kindergarten	53
Amer. Indian or Alaskan Native	1.28 %	Grade 1	62
Asian	12.50 %	Grade 2	60
Filipino	0.77 %	Grade 3	54
Hisp. or Latino	28.79 %	Grade 4	54
Pacific Islander	0.77 %	Grade 5	61
Caucasian	43.11 %	Grade 6	48
Multi-Racial	2.04 %		
Total Enrollment			392

## Student Achievement

### Standardized State Assessments

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

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Spinnelli Elementary School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	57	56	54	54	53	57	52	54	56
Math	61	69	60	48	49	51	48	50	51
Science	66	63	42	60	54	56	54	57	60
Social Science				45	46	47	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	Spinnelli Elementary School								
	African- Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi- Racial	Pacific Islander	
Language Arts	59		61	50	*	57	*	*	
Math	56		68	58	*	59	*	*	
Science	*		*	54	*	31	*	*	
Social Science									

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	CJUSD	Spinnelli Elementary School							
	All	All	Male	Female	English Learners	Econo- mically Dis- advan- taged	Students with Dis- abilities	Migrant Educ.	
Lang. Arts	57	54	50	59	34	52	55		
Math	51	60	64	55	59	57	62		
Science	56	42	45	39	*	36	*		
Social Science	47								

### Physical Fitness

In the spring of each year, Spinnelli 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 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	15.00%	23.30%	18.30%
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			
	2009	2010	2011
Statewide Rank	8	7	7
Similar Schools Rank	10	9	10

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	-18	9	-33
<b>Ethnic Subgroups</b>			
African-Amer.	•	•	•
Amer. Indian or Alaskan Native	•	•	•
Asian	•	•	•
Filipino	•	•	•
Hisp. or Latino	•	•	0
Multi-Racial	•	•	•
Pacific Islander	•	•	•
Caucasian	-17	3	-43
<b>Other Subgroups</b>			
Students with Disabilities	•	•	•
Economically Disadvantaged	-6	4	-31
English Learners	-31	26	-28

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.	784	750	710
Amer. Indian or Alaskan Native		820	742
Asian	819	842	905
Filipino		867	869
Hisp. or Latino	810	755	740
Pacific Islander		751	775
Caucasian	806	817	853
Multi-Racial		748	849
Economically Disadvantaged	798	771	737
English Learners	800	760	716
Students with Disabilities	771	635	607
All Students	805	796	788

### 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 2011-12 AYP cycle, elementary and middle schools must achieve a 78.4% or higher proficiency rate in all subgroup populations for English/Language Arts and 79% 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 740 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/ncdb/](http://www.cde.ca.gov/ncdb/) and the U.S. Department of Education's website [www.ed.gov/ncdb/accountability/](http://www.ed.gov/ncdb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
<i>Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	SES	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	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 2011-12, Spinelli Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status		
PI Status	SES	CJUSD
Implementation Year	In PI	In PI
Year in PI	2011-2012	2011-2012
No. of Schools Currently in PI	Year 2	Year 2
% of Schools Currently Identified for PI		3
		33.3%

### 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:

- Roof replacement on Room 14 (2012-13)
- Gutter replacement on portable 29-33 (2012-13)

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 no evening custodians are assigned to Spinelli Elementary School. The day custodians are responsible for:

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

Restrooms are checked 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 2011-12 school year, Spinelli Elementary School received \$7,005 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing
- Other Systems

### Facilities Inspection

The district's maintenance department inspects Spinelli Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Spinelli Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, October 25, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, October 25, 2012			
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	✓		

## Classroom Environment

Spinnell 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.

The Comprehensive School Site Safety Plan was developed for Spinnell 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 2012.

Spinnell 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 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.

*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.*

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

Section Number	Comment
(3)	Multi-Purpose - Door needs paint, storeroom door air louver broken loose, door closer needs bolts; Rm 9 - Front window has BB holes; Rm 13 - Door has holes; Rm 33 - Window has BB holes
(4)	Multi-Purpose - Holes in MP wall interior by door, dry rot on high fascia boards & front corners, leaks around F1 & F2 old clock was before; Kindergarten Rm 7 - Wire mold loose at ceiling; Rm 9 - Door handle quite worn
(5)	Administration - Wire mold loose at ceiling in staff room
(6)	Rm 12: CD-C-2 - Ramp rusted; Rm 15 - Eaves peeling; Rm 20 - Outside door needs blank plate; Rm 21 - Exterior covers have holes; Rm 28 - Outside wall under window clinder blocks moved; Upper BB Court - Cracks in asphalt, trip hazard; Office Playground - Cracks in asphalt
(8)	Multi-Purpose - lights out; CD-C-1 - Needs cover plate on wall at blank box; Rm 32 - 2 holes in furtex need cover plates

Repair Needed and Action Taken or Planned

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			
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.			
SES	09-10	10-11	11-12
Suspensions (#)	19	35	47
Suspensions (%)	5.64 %	9.92 %	11.99 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
Suspensions (#)	116	151	189
Suspensions (%)	5.20 %	6.67 %	7.61 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

Suspensions & Expulsions

Combo classes are any combination of the grades shown.

2009-10			
Avg. Class Size	1-20	21-32	33+
Grade			
K	20.5	1	1
1	20.0	1	1
2	20.0	2	2
3	18.5	2	2
4	26.5	2	2
5	26.0	1	1
Combo K-3	18.0	1	1
2010-11			
Avg. Class Size	1-20	21-32	33+
Grade			
K	18.7	1	2
1	16.8	4	2
2	23.0	2	2
3	18.7	2	2
4	33.0	1	1
5	19.0	1	1
2011-12			
Avg. Class Size	1-20	21-32	33+
Grade			
K	10.3	3	1
1	22.7	1	2
2	20.3	2	1
3	32.0	1	1
4	16.7	2	1
5	30.5	2	1
6	22.0	1	1

## 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 2011-12 school year, Spinelli Elementary School held staff development training devoted to:

- Step Up to Writing Training
- Depth and Complexity
- Build 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 2011-12 school year, Spinelli Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Marzano's Academic Vocabulary

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		
2009-10	2010-11	2011-12
3	3	1

### 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, September 19, 2012, 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 #4/2012-13 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 2012-13 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

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

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

## Professional Staff

### Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2011-12		
	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 2011-12 school year, Spinelli Elementary School had 16 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 2011-12		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Spinelli Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	SES			CJUSD
	09-10	10-11	11-12	11-12
Total Teachers	21	17	16	174
Teachers with full credentials	21	17	16	174
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	0
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 12-13	CJUSD 12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	SES	CJUSD
Doctorate	0.0 %	1.4 %
Master's degree plus 30 or more semester hours	22.2 %	24.9 %
Master's degree	0.0 %	1.4 %
Bachelor's degree plus 30 or more semester hours	66.7 %	69.0 %
Bachelor's degree	11.1 %	3.3 %
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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,528	\$38,725
Mid-Range Teacher Salary	\$60,187	\$59,717
Highest Teacher Salary	\$76,938	\$77,957
Superintendent Salary	\$148,201	\$149,398
<b>Average Principal Salaries:</b>		
Elementary School	\$94,702	\$95,363
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	45%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2010-11 school year, Center Joint Unified School District spent an average of \$7,753 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2010-11 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)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
	SES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	322	4838	N/A	N/A	N/A
Total**	\$8,957	\$5,812	154.11	N/A	N/A
Restr.†	\$4,602	\$1,494	307.94	N/A	N/A
Unrestr.††	\$4,355	\$4,317	100.87	\$5,455	79.83
Avg. Teacher Salary	\$65,280	\$68,094	95.87	\$57,019	114.49

\* 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 December 2012.

# Center Joint Unified School District Wilson C. Riles Middle School

Grades 7 through 8  
Joyce Frisch, Principal



4747 PFE Road  
Roseville, CA 95747  
PH: (916) 787-8100 FAX: (916) 773-4131

## 2011-12 School Accountability Report Card *Published January 2013*

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

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

2012-13  
Board of Trustees  
Nancy Anderson  
Jeremy Hunt  
Kelly Kelley  
Delrae Pope  
Donald E. Wilson

### District Administration

Scott Loehr  
Superintendent  
Craig Deason  
Assistant Superintendent

David Grimes  
Director of Personnel/Student Services

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 seven through eight following a traditional calendar. At the beginning of the 2011-12 school year, 718 students were enrolled, including 15% in special education, 7% qualifying for English Language Learner support, and 65% qualifying for free or reduced price lunch. Wilson C. Riles Middle School achieved a 2012 Academic Performance Index (API) score of 795.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	13.23 %	Grade 7	361
Amer. Indian or Alaskan Native	1.81 %	Grade 8	357
Asian	8.91 %		
Filipino	2.09 %		
Hisp. or Latino	19.92 %		
Pacific Islander	1.81 %		
Caucasian	51.39 %		
Multi-Racial	2.09 %		
Total Enrollment			718

## Student Achievement

### Standardized State Assessments

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

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Wilson C. Riles Middle School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	49	54	57	54	53	57	52	54	56
Math	34	40	47	48	49	51	48	50	51
Science	67	68	68	60	54	56	54	57	60
Social Science	43	47	53	45	46	47	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	Wilson C. Riles Middle School								
	African Amer.	Alaskan Native	Amer. Indian or Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	53	77	77	59	82	47	46	33	
Math	38	54	66	51	59	34	42	33	
Science	63	*	83	72	*	57	*	*	
Social Science	56	*	74	56	*	40	*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	Wilson C. Riles Middle School								
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	57	57	51	64	20	52	49		
Math	51	47	43	51	18	40	28		
Science	56	68	67	68	8	62	47		
Social Science	47	53	54	53	5	46	20		

### 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 2011-12			
Grade Tested	Number of Standards Met		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh	21.50%	20.10%	18.20%
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			
	2009	2010	2011
Statewide Rank	5	5	5
Similar Schools Rank	4	3	6

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

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	5	18	15
African-Amer.	5	48	•
Amer. Indian or Alaskan Native	•	•	•
Asian	•	•	•
Filipino	•	•	•
Hisp. or Latino	-6	-6	5
Multi-Racial	•	•	•
Pacific Islander	•	•	•
Caucasian	-9	24	20
Students with Disabilities	-2	44	33
Economically Disadvantaged	10	19	19
English Learners	15	•	•

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2012 Growth API		
	School	District	State
African-Amer.	774	750	710
Amer. Indian or Alaskan Native	847	820	742
Asian	891	842	905
Filipino	903	867	869
Hisp. or Latino	727	755	740
Pacific Islander	656	751	775
Caucasian	816	817	853
Multi-Racial	649	748	849
Economically Disadvantaged	768	771	737
English Learners	734	760	716
Students with Disabilities	633	635	607
All Students	795	796	788

### 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 2011-12 AYP cycle, elementary and middle schools must achieve a 78.4% or higher proficiency rate in all subgroup populations for English/Language Arts and 79% 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 740 or increasing the API growth by 1 point.

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?		
AYP Indicator	WCRM	CJUSD
Overall Results	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	No

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

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2011-12, Wilson C. Riles Middle School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status		
	WCRM	CJUSD
PI Status	In PI	In PI
Implementation Year	2011-2012	2011-2012
Year in PI	Year 2	Year 2
No. of Schools Currently in PI		3
% of Schools Currently Identified for PI		33.3%

### 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  
Fall / Spring Drama Performances  
Fall / Spring Music Performances  
Canned Food Drive  
Honor Roll Breakfast  
Fundraising  
PTA Family Nights  
Pennies for Patients  
Performing Arts Nights  
PTA Jog-A-Thon

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 2011-12 school year, Wilson C. Riles Middle School received \$16,562 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Heating/Air Conditioning Systems
- Electrical Systems
- Other Systems

### **Facilities Inspection**

The district's maintenance department inspects Wilson C. Riles Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Wilson C. Riles Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, October 22, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

## **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 two 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
- Kitchen cleaning

School Facility Good Repair Status Most Recent Inspection: Monday, October 22, 2012			
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)	500 Bldgs - Room 509 broken top hinge plate
(4)	300 Bldg
(6)	600 Bldgs - East exterior wall needs paint on patches
(7)	400 Bldg - Back rooms very cluttered
(8)	300 Bldg - West transformer humming
(11)	300 Bldg

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, teachers, and the campus monitor monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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 February 2012.

#### Classroom Environment

##### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	WCRM		
	09-10	10-11	11-12
Suspensions (#)	283	241	185
Suspensions (%)	24.21 %	21.95 %	25.73 %
Expulsions (#)	10	7	1
Expulsions (%)	0.86 %	0.64 %	0.14 %
	CJUSD Middle Schools		
	09-10	10-11	11-12
Suspensions (#)	283	241	185
Suspensions (%)	24.21 %	21.95 %	25.73 %
Expulsions (#)	10	7	1
Expulsions (%)	0.86 %	0.64 %	0.14 %

*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	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.0	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
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	22.9	17	12	8
Math	24.3	13	12	10
Science	28.8	3	19	3
Social Science	31.1	3	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 2011-12 school year, Wilson C. Riles Middle School held staff development training devoted to:

- Academic Vocabulary
- 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 weekly early release 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 2011-12 school year, Wilson C. Riles Middle School's teachers attended the following events hosted by the Center Joint Unified School District:

- Marzano's Academic Vocabulary

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		
2009-10	2010-11	2011-12
3	3	1

### 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, September 19, 2012, 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 #4/2012-13 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 2012-13 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English/Language Arts with ELD Materials</b>		
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
<b>History-Social Science</b>		
2006	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
<b>Math</b>		
2008	Glencoe/McGraw-Hill, <i>Algebra</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Mathematics: Concepts, Skills, and Problem-Solving - A Pre-Algebra Course</i>	0 %
2008	Glencoe/McGraw-Hill, <i>Geometry</i>	0 %
<b>Science</b>		
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) 2011-12		
	No. of Staff	FTE
Counselor	1	1.0
Campus Monitor	2	1.5
Health Clerk	1	0.6
Library Technician	1	1.0
Psychologist	1	0.8
Speech Therapist	1	0.5

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2011-12 school year, Wilson C. Riles Middle School had 24 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 2011-12		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Wilson C. Riles Middle School	98.9 %	1.1 %
<b>District Totals</b>		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	WCRM			CJUSD
	09-10	10-11	11-12	11-12
Total Teachers	55	43	24	174
Teachers with full credentials	55	43	24	174
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	1	1	0	0
Total teacher misassignments	1	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)		
	WCRM	CJUSD
	12-13	12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	WCRM	CJUSD
	12-13	12-13
Doctorate	0.0 %	1.4 %
Master's degree plus 30 or more semester hours	18.2 %	24.9 %
Master's degree	0.0 %	1.4 %
Bachelor's degree plus 30 or more semester hours	78.8 %	69.0 %
Bachelor's degree	3.0 %	3.3 %
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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,528	\$38,725
Mid-Range Teacher Salary	\$60,187	\$59,717
Highest Teacher Salary	\$76,936	\$77,957
Superintendent Salary	\$148,201	\$149,398
<b>Average Principal Salaries:</b>		
Middle School	\$99,256	\$98,545
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	45%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2010-11 school year, Center Joint Unified School District spent an average of \$7,753 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2010-11 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)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
Dollars Spent per Student					
	WORM	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	1056	4838	N/A	N/A	N/A
Total**	\$5,498	\$5,812	94.60	N/A	N/A
Restr †	\$1,449	\$1,494	96.93	N/A	N/A
Unrestr. ††	\$4,049	\$4,317	93.79	\$5,455	74.23
Avg. Teacher Salary	\$66,758	\$68,094	98.04	\$57,019	117.08

\* 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.

### 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 December 2012.

*Center Unified School District*

AGENDA REQUEST FOR:

Dept./Site: Family Resource Center

Action Item X

To: Board of Trustees

Information Item       

Date: March 20, 2013

# Attached Pages 3

From: Alyson Collier

Principal's Initials: AC

**SUBJECT**

MOU with K to College to provide school supplies for eligible CJUSD students.

**RECOMMENDATION:** Approve

CONSENT AGENDA

**Memorandum of Understanding Between  
K to College and  
Center Joint Unified School District**

This Agreement is made on March 20, 2013, by and between K to College (K TO COLLEGE) and Center Joint Unified School District (CJUSD). K TO COLLEGE is a tax-exempt non-profit corporation organized under §501(c)(3) of the Internal Revenue Code. CJUSD is a public school district in Sacramento County, CA.

**I. K TO COLLEGE hereby agrees:** to use its best efforts to provide as many of the 2,795 CJUSD students enrolled in the Free or Reduced Price Meal Program (FRPS) as possible with kits of school supplies and kits of dental supplies pursuant to K TO COLLEGE's School Supply Initiative (SSI) and Dental Kit Initiative (DKI), programs that provides essential material resources to eligible under-resourced students:

**II CJUSD hereby agrees:**

1. To utilize it's "robo-call" system, mailing lists and/or any other outreach methods to inform **eligible** and targeted students about the SSI and DKI.
2. To verify that at least 70% of students receiving kits are at or below 200% of the federal poverty level by:
  - a. Centralized distribution to students verified as FRPM eligible, homeless (as Defined by the McKinney-Vento Homeless Assistance Act) or below 200% of the federal poverty level as follows:
    - i. Providing an adequate number of district officials and staff at each school with a list of those eligible (as defined by above or by amendment to this agreement) to ensure only those at or below 200% of the federal poverty level benefit from the program, by
    - ii. Facilitating the check-in process at each community distribution venue and/or school, verifying each student is enrolled in the district before they receive a kit, and
    - iii. Maintaining ownership of the list for the duration of the distribution at each school, and
    - iv. Following the distribution, having a confidential employee or other appropriate administrator compare the list of recipients to the list of eligible students for a final report as outlined in the verification letter.
3. To maintain an internal detailed district-wide roster that includes every child/family that receives assistance through the SSI and DKI for auditing and/or any other purposes. This may be done by maintaining ownership of the lists of

those served by the SSI and DKI at each school within CJUSD. This list will include:

- Name of child/family
- Proof of income eligibility and/or FRPM enrollment
- Date and description of services provided

NOTE: Audits will only be conducted by appropriate government agencies and/or a certified contractor of a government agency. K to College does NOT collect any student information as a matter of policy. There is only potential for an audit if one or more funding sources are from a government source that requires it.

4. To confirm in writing the process by which the supplies were distributed to eligible and targeted students as outlined in the provided sample verification letter, certifying those served were eligible and identifying the date, time and place of each distribution event.

## **II. Terms**

- a. In witness whereof, the parties hereto have executed this Agreement on the day and year first written above.
- b. The Agreement may not be amended or modified except in writing signed by both parties. This Agreement is valid through December 31, 2017.

## **III. Termination Clause:** Either party may terminate this Memorandum of Understanding in sixty (60) of providing written notice of intention to terminate the agreement.

## **IV. Indemnification:**

- a. CJUSD agrees to indemnify, defend and hold harmless K TO COLLEGE its board of trustees, officers agents, and employees from and against any and all claims, costs, demands, expenses, losses, damages, injuries, and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of arising out of, or related to the active negligence of Center Joint Unified School District. It is understood that such indemnity shall survive the termination of the Agreement.
- b. K TO COLLEGE agrees to indemnify, defend and hold harmless CJUSD its board of trustees, officers agents, and employees from and against any and all claims, costs, demands, expenses, losses, damages, injuries, and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of arising out of, or related to the active negligence of Center Joint Unified School District. It is understood that such indemnity shall survive the termination of the Agreement.

- V. Notices:** All notices and/or correspondence shall be addressed and mailed to Parties as follows:

**K to College**

Benito Delgado-Olson  
Executive Director  
7730 Pardee Lane  
Oakland, CA 94621

**Center Joint Unified School District**

Alyson Collier  
Program Coordinator  
3401 Scotland Drive  
Antelope, CA 95843  
(916) 339-4632  
[acollier@centerusd.org](mailto:acollier@centerusd.org)

Accepted for K to College:

\_\_\_\_\_ Date \_\_\_\_\_  
Benito Delgado-Olsen, Executive Director

Accepted for Center Joint Unified School District

\_\_\_\_\_ Date \_\_\_\_\_  
Scott Loehr, Superintendent

# *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> _____
<b>To:</b> Board of Trustees	<b>Information Item</b> _____
<b>Date:</b> March 20, 2012	<b># Attached Pages</b> _____
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal/Administrator Initials:</b> _____	

<p><b>SUBJECT:</b> Memorandum of Understanding between Sacramento County Office of Education and Center Joint Unified School District for the CARE Intervention/Diversion Program for the 2013/14 School Year</p> <p>This agreement allows the Sacramento County Office of Education and Center Joint Unified School District to operate a community school under the authority of the Sacramento County Board of Education consistent with all provisions of California law applicable to community schools and SCOE's applicable Board Policies and Administrative Rules and Regulations.</p> <p><b>RECOMMENDATION:</b> CJUSD Board of Trustees approve the Memorandum of Understanding between Sacramento County Office of Education and Center Joint Unified School District for the CARE Intervention/Diversion Program for the 2013/14 School Year.</p>
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**CONSENT AGENDA**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
SACRAMENTO COUNTY OFFICE OF EDUCATION  
AND CENTER JOINT UNIFIED SCHOOL DISTRICT**

**PARTIES**

This Memorandum of Understanding (MOU) is entered into between the Sacramento County Office of Education hereinafter referred to as SCOE and Center Joint Unified School District School District, hereinafter referred to as DISTRICT.

**PURPOSE**

Whereas, the SCOE and DISTRICT have worked together to meet the needs of children in Sacramento County, and;

Whereas, the SCOE and DISTRICT desire to jointly operate a community school pursuant to the California Education Code, section 1980 authorizing the establishment of county community schools, therefore;

Be it resolved that the SCOE and DISTRICT shall operate a community school in Antelope/Roseville, California, under the authority of the Sacramento County Board of Education consistent with all provisions of California law applicable to community schools and SCOE's applicable Board Policies and Administrative Rules and Regulations (ARRs), except as otherwise specified herein.

**OPERATIONAL AGREEMENT**

SCOE agrees to do the following:

- Operate the CARE Intervention/Diversion Program (CARE Program) as a community school for students referred by the DISTRICT and approved by Sacramento County Probation as eligible for services under Section 601 of the Welfare and Institutions Code, served by SCOE with SCOE entitled to and claiming the Average Daily Attendance (ADA) and California Basic Educational Data System (CBEDS) information as well as enrolling students with SCOE Statewide Student Identifier (SSID) numbers.
- Assure access for all qualified and eligible students to the community school consistent with all provisions of the California Education Code and the California Code of Regulations related to community schools, and SCOE Board Policies and ARR.
- Hire and supervise an appropriately credentialed teacher.

The DISTRICT hereby agrees to do the following:

- Provide facilities necessary to house the CARE Program within the DISTRICT in order to serve identified students. DISTRICT shall have the right to restrict or deny use of its facilities to students who disrupt DISTRICT operations.
- Provide all educational supplies including textbooks, consumable supplies, technology, and printing as provided to other site teachers.
- Provide classroom furniture for students.
- Provide maintenance, custodial services, and utilities.
- Provide home to school transportation for CARE students, as provided to other students.
- Provide CARE students access to lunch with peers, physical education classes, electives, and extra-curricular activities according to the school site student handbook.
- Provide to the Superintendent all attendance and other information necessary to complete the state reports.
- Administer discipline, when applicable, and use eligibility criteria for sports and school activities for CARE



- students according to the DISTRICT's written policies and guidelines used for all other students.
- Provide, when applicable, special education services following any Individual Education Plan (IEP), conduct annual reviews, psychological assessment and reevaluation.
  - Provide, when applicable, services and accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

## **JOINT RESPONSIBILITIES**

The CARE teacher, a SCOE administrator, and a DISTRICT administrator will:

- 1) Agree on initial selection of students for CARE based on a review of attendance, academic and behavioral data;
- 2) Determine the appropriateness of placement in the CARE program for students with disabilities and mutually agree on how services will be provided.

## **FISCAL**

SCOE shall receive revenue limit funding based on ADA for students enrolled in the CARE Program (CARE ADA), which SCOE will share with the DISTRICT as described below. Revenue limit sharing shall be the only payments to be paid by SCOE to DISTRICT.

For each school year, revenue generated by CARE ADA will be shared between the parties as follows:

When the DISTRICT maintains an average ADA of 18 or more in the CARE Program, SCOE will pay the DISTRICT 50 percent of the CARE ADA times the DISTRICT's funded base revenue limit after deficits and other adjustments. For example, if the DISTRICT has a funded base revenue limit after deficits and other adjustments of \$4,728 per ADA, with a student average daily attendance factor of 18, the revenue sharing formula is  $\$4,728 \times 50\% \times 18 \text{ CARE ADA} = \$42,552$ .

When the DISTRICT maintains an average ADA lower than 18 and greater or equal to 15, the DISTRICT shall receive \$1250 per ADA. (For example,  $\$1250 \times 15 \text{ CARE ADA} = \$18,750$ .) However, if SCOE determines it has covered its costs for the CARE Program and has revenue limit funding generated by the CARE Program remaining, it will distribute the remaining revenue limit funding back to the DISTRICT if the DISTRICT maintains an average ADA lower than 18 and greater or equal to 15. This amount will be in addition to the \$1250 per ADA amount.

When the DISTRICT maintains an average ADA of less than 15, the DISTRICT will not be entitled to any revenue limit payments. However, if SCOE determines it has covered its costs for the CARE Program and has revenue limit funding generated by the CARE Program remaining, it will distribute the remaining revenue limit funding back to the DISTRICT if the DISTRICT maintains an average ADA of less than 15.

In January of each year, SCOE shall share 25 percent of the revenue with the DISTRICT as described above based on P1 ADA of the current year unless the CARE ADA is less than 15. The final payment, based on annual ADA, shall be made by June 30 of the current year.

## **TERM**

This MOU is entered into for the 2013 - 2014 school year and, absent a new agreement or termination, continues each year thereafter.

## **TERMINATION OF THE AGREEMENT**

Notice must be given by DISTRICT in writing to discontinue the CARE Program for the following school year to SCOE by February 15. For the 2014-2015 school year, this would require notification by February 15, 2014.

SCOE reserves the right to discontinue the CARE program with 30 days prior notice to the DISTRICT if CARE ADA is less than 13 for any individual class. If SCOE wishes to otherwise discontinue the CARE Program for the following school year, it will provide notice to DISTRICT by February 15 of the current year.

## **MODIFICATION**

This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by both parties. Should changes in legislation or the State budget occur that necessitate revision of this MOU, the DISTRICT and SCOE shall meet to revise accordingly.

## **INDEMNIFICATION**

DISTRICT agrees to defend, indemnify, and hold harmless SCOE (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of DISTRICT, its director, agents, officers, or employees arising from DISTRICT's duties and obligations described in this agreement or imposed by law.

SCOE agrees to defend, indemnify, and hold harmless DISTRICT (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of SCOE, its director, agents, officers, or employees arising from SCOE's duties and obligations described in this agreement or imposed by law.

## **INDEPENDENT AGENTS**

This MOU is by and between two independent agents, SCOE and DISTRICT, and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the two independent agents. SCOE and DISTRICT shall be expected to independently comply with all relevant laws, including, but not limited to those regarding fingerprinting, criminal background checks, and tuberculosis screening.

IN WITNESS WHEREOF, the parties hereto execute this Memorandum of Understanding this 20th day of March 2013, in Roseville, California.

## **SIGNATURES**

---

Matthew D. Perry  
Asst. Superintendent of Schools

---

Date

---

Scott A. Loehr  
Superintendent

---

Date

## *Center Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** March 13, 2013

**Action Item** XX

**To:** CUSD Board of Trustees

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

**From:** Mike Jordan

**# Attached Pages** 194

**Principal's Initials** moj

**SUBJECT:**

**CENTER HIGH SCHOOL  
WASC REPORT/FULL SELF-STUDY SINGLE PLAN  
FOR STUDENT ACHIEVEMENT**

**Mike Jordan, Center High School Principal, would like the Board to approve Center High School's WASC Report/Full Self-Study Single Plan for Student Achievement for the WASC Committee visitation on April 21-24, 2013.**

**RECOMMENDATION:** Center Joint Unified School District's Board approval of the WASC Report/Full Self-Study Single Plan for Student Achievement.

**CONSENT AGENDA**

**XIV-15**

**Center High School**  
**3111 Center Court Lane, Antelope, CA 95843**  
**Center Joint Unified School District**



## **SELF-STUDY REPORT**

**April 2013**

**WASC/CDE Focus on Learning Accreditation Manual, 2012 Edition**

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**Center High School**

3111 Center Court Lane  
Antelope, California 95843  
(916) 338-6420  
www.CenterHigh.org

**Center High School Administration**

Michael Jordan, Principal  
Steve Jackson, Assistant Principal  
Sara Wetteland, Assistant Principal

**Center Joint Unified School District Administration**

Scott Loehr, Superintendent  
David Grimes, Director of Personnel  
Craig Deason, Assistant Superintendent  
Jeanne Bess, Business Manager

**Center Joint Unified School District Board of Trustees**

Donald Wilson  
Kelly Kelley  
Nancy Anderson  
Jeremy Hunt  
Delrae Pope

**WASC Leadership Team**

Curtis Hunter, Co-Chair  
Kathy Summers, Co-Chair  
Deanna Frazee, Co-Chair

**Department Heads**

Susan Radi-Blatnick	Sherry Edgar	Peter Graham
Marie Robb	Marc Allaman	Matt Chamberlain
Linda Schroyer	Kathy Summers	Curtis Hunter

## Center High School WASC/CDE Self-Study Report

### FACULTY AND STAFF

Mike Jordan, Principal

Steve Jackson, Assistant Principal and Sara Wetteland, Assistant Principal

Nadia Abdelmalek	Rich Hayes	Janet Pollard-Hjelden
Christine Allain	Shirley Hayes	Jane Purdy
Marc Allaman	Larry Heslin	Susan Radi-Blatnick
Molly Anderson	Phyllis Hicks	Soledad Ramirez
Walt Anderson	Wendy Hollis	Tim Ridge
Terecita Angeles	Curtis Hunter	Marie Robb
Tonia Beentjes	Digol J'Beily	Rhonda Roberts
Linda Bender	Tori Karakas	Anatoliy Rub
Melinda Berry	Emily Kelly	Bonnie Schiro
Vernon Bisho	Judy Ketcherside	Linda Schroyer
Dana Busath	Ben Klatt	Irina Sedykh
Roger Calhoun	Kari Knutson	Jennifer Shaffer
Martha Cao	Sylvia Leger	Edmund Simental
Matt Chamberlain	Jeff Leino	Linda Simms
Amy Chaney	Yvonne Lewis	Amanda Simons
Kristen Clements	Tim Liegerot	Fedor Smirnov
Angela Clopton	Mark Loftus	Lucas Smpardos
Keith Collins	Karen Matré	Danielle Stout
Leigh-Ann Converse	Elizabeth McCloskey	Robert Strayer
Anne Cowan	Rob McInnes	Kathy Summers
Errin Duato-Warren	Harvey McLeod	Sheryl Sumner
Linh Duong	Rose Mendoza	Joaquin Tongol
Sherry Edgar	Lisa Miller	Manuel Torres
Deborah Eischens	Tom Miller	Mathew Tozzi
Mark Espinoza	Paul Miranda	Guylene Tree
Deanna Frazee	Carol Morisette	Julie Walker
Ray Gagnon	Julie Mullen	Sandy Weaver
John Gallagher	Holland Myers	Joe Whalen
Rebekah Garcia	Prem Nath	Phyllis Wharton
Marcelina Golik	Ann Neal	Larry White
Joe Gomes	Shawna Pacheco	Jennifer Wilson
Vivian Gonsolin	Michael Palmer	Jennifer Winborne
Ed Graef		Heather Woods
		Michael Wright

**Center High School WASC Focus Groups 2012**

**Organization: Vision/Purpose, Governance, Leadership/Staff Resources**

Beentjes, Tonya	Graham, Peter	McInnes, Rob
Bisho, Vernon	Hicks, Phyllis	Robb, Marie
Chaney, Amy	Hjelden, Janet	Strayer, Robert
Converse, Leigh-Ann	Ketcherside, Judy	Whalen, Joe
Gallagher, John	Liegerot, Timothy	Wharton, Phyllis

**Standards-Based Student Learning: Curriculum**

Allain, Christine	Frazee, Deanna	Palmer, Michael
Berry, Melinda	Gomes, Joe	Schiro, Bonnie
Busath, Dana	Hayes, Rich	Shaffer, Jennifer
Chamberlain, Matt	Hollis, Wendy	Stout, Danielle
Clopton, Angela	Klatt, Ben	Weaver, Sandy
Collins, Keith	Pacheco, Shawna	

**Standards-based Student Learning: Instruction**

Anderson, Molly	Matre, Karen	Sedykh, Irina
Anderson, Walt	Miller, Tom	Summers, Kathy
Gagnon, Ray	Perez, Alex	Sumner, Sheryl
J'Beily, Digol	Ramirez, Soledad	Tree, Dr. Guylene
Leger, Sylvia	Ridge, Tim	Wright, Michael

**Standards-Based Student Learning: Assessment and Accountability**

Abdelmalek, Nadia	Leino, Jeff	Tozzi, Matt
Allaman, Marc	McLeod, Harvey	Walker, Julie
Barnes, Junella	Mendoza, Rose	Wilson, Jennifer
Bender, Linda	Miller, Lisa	Woods, Heather
Clements, Kristen	Neal, Ann	
Edgar, Sherry	Rub, Anatoliy	

**School Culture and Support for Student Personal and Academic Growth**

Cowan, Anne	Hunter, Curtis	Purdy, Jane
Davidson, Julie	Loftus, Mark	Radi, Susan
Garcia, Rebekah	McCloskey, Elizabeth	Schroyer, Linda
Habedanck, Gary	Myers, Holland	Simons, Amanda
Hayes, Shirley	Pitman, Emma	White, Larry
		Winborne, Jennifer



# Chapter One:



## Student/Community Profile and Supporting Data and Findings

## **Chapter I: Student/Community Profile and Supporting Data and Findings**

### **Community**

The Center Joint Unified School District, established in 1858, is one of the oldest districts in California. The name of the district was originally chosen because the district was located between the "gold fields" and the City of Sacramento in the "center" of the area. The district serves the Antelope, Roseville, Elverta and Rio Linda communities in northern Sacramento County and Placer County. Up until the last twenty years, the district consisted of mainly farm and grazing land and is still 80% undeveloped. Elverta and much of Rio Linda remain rural to semi-rural.

The education data for parents of Center High School students is as follows:

- 6% - Not a High School Graduate
- 22% - High School Graduate
- 34% - Some College
- 24% - College Graduate
- 8% - Grad School/post grad training
- 6% - Declined to state/unknown

The two largest employers in the Center Joint Unified School District are Wal-Mart and the Center Joint Unified School District. The vast majority of families must commute to Roseville or Sacramento for employment and even then have difficulty obtaining employment at a working wage which is evidenced by the high free and reduced lunch rates in the Center Joint Unified School District. Center High School is at 54% free and reduced lunch counts and some of the feeder elementary schools in the district are over 70%.

### **Family and Community Trends**

Center High School served the families of McClellan Air Force Base until its closure in 2001. Over the past decade, student demographics have changed considerably as the student population has become very diverse, and the free/reduced lunch (54%) and homeless rates have also risen dramatically. In addition, enrollment has been declining steadily each of the past eight years. The community has been hit hard by the recent economic crisis, and the local home foreclosure rate has been very high. This has placed added stress on families, students, and the district.

In addition to the economic issue, declining enrollment at CHS has been affected by the opening of Antelope High School in 2008 which has affected some of Center High School's ability to fund programs and staff. Antelope High School is located approximately three miles from Center High School and is part of the Roseville Joint Union High School District. Since Antelope High School is both a brand new facility and actually closer to the homes of many Center High School students, many CHS students have opted to attend Antelope High School. Students also were choosing to attend Antelope High School for the Project Lead

the Way Programs in Bio Medical Sciences and Engineering. Center High School added these two programs in the 2012-2013 school year.

Up until three years ago, school districts within Sacramento County had an agreement to approve almost all inter-district transfer requests. It was and continues to be common practice to see advertisements in the Sacramento Bee newspaper enticing families to seek inter-district transfers into districts. This is why so many inter-district transfers were initially approved to Antelope High School. However, this policy changed with the onset of the financial crisis. Districts are no longer signing transfers without the existence of a program not offered within the students' home district. Center High School now routinely denies inter-district transfers and has worked hard to bring programs such as Project Lead the Way to the CHS campus in an effort to curb declining enrollment.

Fortunately, the student population is expected to triple in the next twenty years. Large new developments have cleared the initial building permit phase, and builders are ready and waiting for the economy to begin to improve. Streets are being widened and paved to prepare for this growth. Also in 2008, the community passed a 250 million dollar school bond to build new schools and renovate older ones in anticipation of the impending growth. Center High School will also benefit from this bond through facilities modernization projects in the next few years.

## **Center High School**

Center High is the only fully comprehensive four-year high school in the Center Joint Unified School District and has been at the current site since 1984. The modernization of buildings serving the departments of Science, Social Studies, Math, Music, Performing Arts, English, Associated Student Services, library, Counseling Center, Career Center, Dance, and athletics was completed in 1999. A new football/soccer stadium complex was completed in November of 2009, and the baseball field was modernized in 2011.

All students must complete 230 credits for graduation. The credit requirements include: 40 credits in English, 20 credits in mathematics, 30 credits in social science, 20 credits in science, 20 credits in physical education, 10 credits in foreign language or a visual/performing art, 5 credits in career technical education, 5 credits in technology electives, 5 credits in consumer finance, 5 credits in health, 2 credits of community service, 8 credits in advocacy, and the remainder in electives.

In addition to college-prep offerings, the curriculum is enhanced by the following programs: AVID, ROP, Media Communications Academy (MCA), Project Lead the Way (PLTW) Bio Medical Sciences and Engineering Programs, and a 911/Dispatcher/Call Center/Customer Service Program. CHS will also open a Pharmacy Technician Program in the 2013-2014 school year.

Parents and other stakeholders have the opportunity to participate in Center High School through organizations such as:

- Center High School Boosters' Club

- School Site Council
- AVID Advisory Council
- MCA Advisory Council
- Migrant Education Advisory Council
- Superintendents Advisory Council
- English Learner Advisory Council
- GATE Advisory Council
- Various Athletic Booster Clubs

The principal, Mike Jordan, and the superintendent, Scott Loehr, have continued to hold these positions since the last W.A.S.C. visit in 2010. Prior to Mr. Jordan taking over as Principal 2009-2010, the school had five principals in a span of four years. One principal left for another principal position in another district and one principal retired. The other three were let go by the Personnel Department.

### **School/Business Relationships**

The business community in Antelope has been a tremendous asset to the success of the school. Many businesses contribute monetarily by purchasing advertisements and banners visible in school publications, in the stadium, and in the gym. Others, such as Umpqua Bank, provide scholarships, donations, and managerial expertise. The local Goodwill Industries store has recently partnered with the Center High School "WorkAbility Program" to provide job training for special education students. Some students in resource classes and special day classes are selected to receive job training after school and on weekends. Students in the Independent Living Skills and Autism classes work at Goodwill two days per week, and their wages are provided through the Workability grant. The Workability Program is partnering with the Department of Rehabilitation to provide additional comprehensive job-placement/job-preparation services to Workability students who apply to participate in the Transition Partnership Program (TPP). There are currently 37 students on the TPP caseload.

### **WASC Accreditation History for Center High School**

Center High School received its first accreditation in 1989. In 2001, CHS received a six-year term with a mid-term revisit. In 2007, CHS received a three-year term revisit. In 2010, the Visiting Team of two persons provided a one-year term. The Visiting Team based this decision on their prediction that Center High School would fall into Program Improvement in 2011 due to a "rising level of expected minimum performance" on the federal accountability system (AYP). This did not happen and CHS appealed the decision to the Western Association of Schools and Colleges. The appeals team visited Center High School in the fall of 2011. As a result, the Board of Directors for the Accrediting Commission overturned the one-year decision and granted Center High School a three-year term.

## **Mission, Motto, Core Values, Expected Student Learning Results**

### **Mission Statement**

The mission statement of Center High School was reviewed and revised in 2010 with the input from all stakeholders. The mission is:

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

### **Motto**

"Home of Scholars and Champions"

### **Core Values**

In 2010, Center High School also developed a list of core values to form a framework for decision making. The core values are:

Integrity

Safety

Responsibility

Academic Achievement

Respect

Community

Relevance

### **Expected Student Learning Results (ESLRs)**

The ESLRs were reviewed in the spring of 2012, and after careful consideration, were maintained.

- **SELF-DIRECTED LEARNER**

- Develops and pursues personal, academic, and career goals
- Accepts responsibility for one's own learning
- Seeks and evaluates information effectively

- **CRITICAL THINKER**

- Effectively identifies, organizes and analyzes problems.
- Selects appropriate strategies and technologies to demonstrate and evaluate solutions.

- **EFFECTIVE COMMUNICATOR**

- Demonstrate effective communication using a variety of appropriate methods: Speaking, media, arts, reading, technology, listening, and writing.

- **QUALITY PRODUCER**

- Plans to create a project that meets or exceeds established standards.
- Constructs, evaluates, and revises a product using available technology
- Presents a product that reflects the standards and student-set goals.
- Works collaboratively when appropriate.

- **RESPONSIBLE CITIZEN**

- Follows all rules: school, society, and community.
- Adds to the community through service/activities.
- Respects the differences of others

### **Status of the School**

Center High School had an API of 759 in 2007-2008 and has risen to a high of 784 in 2011-2012. In 2011-2012, CHS achieved a similar school ranking of 9. In 2011-2012, CHS met 12 out of 18 AYP criteria. CHS is not in program improvement.

## Enrollment

The student enrollment at Center High School peaked during the 2004-2005 school year with a total population of 1687. Since that year, student enrollment has declined at CHS and continued to decline throughout the district. This was a result of the final closing of McClellan Air Force Base, the terrible economic slump which hit both the nation and particularly the Antelope community, and the opening of Antelope High School in RJUHS. Enrollment for the current school year is 1349 which is 8 more students than at CBEDS last school year. Center High School has been working particularly hard at dealing with the issue of declining enrollment which threatens programs and services by adding programs such as Project Lead the Way Bio Medical Sciences and Engineering Programs; a 911 Dispatcher/Call Center/Customer Service Program; two new Advanced Placement offerings: AP Psychology and AP Language and Composition; intervention classes in both English and math; and developing the Center Scholars Honors Program.

## Grade Level and Gender Enrollment

	Female	Male	Total Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
<b>2007-08</b>	828	806	1634	462	427	369	376
<b>2008-09</b>	721	756	1477	371	374	381	351
<b>2009-10</b>	738	705	1443	395	364	309	375
<b>2010-11</b>	699	662	1361	378	343	325	315
<b>2011-12</b>	668	673	1341	350	358	318	315
<b>2012-13</b>	692	657	1349	368	344	327	310

## Language Proficiency/Special Education/Migrant Education/Gifted and Talented

Center High School has 58 English Learner students as identified through Home Language Surveys at initial enrollment into the district as well as current CELDT scores. The CELDT test is administered at the beginning of each school year. The most frequently cited languages spoken at home are Russian or Ukrainian. Other languages represented include Spanish and Punjabi. English Learner students participate in EL tutorial and designated English courses. In addition, Center High School employs Instruction Aides that are bilingual so that students and parents can have written and oral translation when appropriate. EL students also receive instruction in all classes utilizing SDAIE strategies. Teachers in the CJUSD are required to possess certification in SDAIE, CLAD or CTCL. The largest population of English Learners at CHS is in the re-designated category (19.8%). All EL students are encouraged to take a-g courses and participate in all extra-curricular, leadership, and athletic opportunities available at CHS.

Due to the current economic slump, the number of economically disadvantaged students has climbed 12% in just two school years. It is widely understood that the reported number of

socio-economically disadvantaged students at the high school level is underreported as the schools feeding into CHS have as high as 70% enrolled in the free and reduced lunch program. The CJUSD has taken efforts to identify families that qualify for the free and reduced lunch program and encourage them to apply, but the number of actual enrollees in the program continues to be fewer than the feeder schools.

CHS also serves 210 special education students throughout the school year. The special education population is divided between RSP, SDC, ILS and Autism classes. The Autism Program at CHS is widely touted throughout the County and receives students from other districts as far away as Natomas. The RSP and SDC students are taught utilizing both sheltered courses and through inclusion in regular education courses with instructional aides. In addition, special education students have the option of participating in a Study Skills course or Math Lab to assist in all subject areas and support the general education math class. The Center Joint Unified School District has a contract through the California Department of Rehabilitation which provides additional transition services for special education students through Transition Partnership Program (TPP). This TPP contract was obtained by Workability staff, and it provides one Job Skills class. The Workability Program provides a worksite opportunity for both Independent Living Skills (ILS) and students in the Autism class to work two hours per week at the local Goodwill store. The Goodwill store also serves as a non-paid training site for some CHS special-needs students who would like to complete community service hours.

The number of Gifted and Talented students has dropped from a 121 (12.3%) in 2009-10 to 47 (5.0%) in 2011-12. There are a few reasons for this drastic decline. First, CJUSD parents are becoming more aware of charter schools in the area that cater to GATE students. Second, some students are choosing to leave to high schools with IB programs or schools on block schedules that offer more opportunities to take more AP courses. This is the case with the opening of Antelope High School in the neighboring school district.

### **Advanced Placement and Honors Courses 2012-13**

Center High has addressed the need for more AP courses by adding two new AP classes to the course selections. In November 2012, the College Board announced that Center High School was awarded the distinction of being an AP Honor Roll School. The award was based on the following criteria:

Over the past three years:

1. Increased AP participation by 11%.
2. Maintained or increased the number of African American, Hispanic/Latino and American Indian/Alaskan students taking the AP exam.
3. Maintained or improved performance levels of those scoring a 3 or higher.

To put this award in perspective, of the 1,037 districts in California, only 21 earned the honor. On a national level, only 537 districts earned the honor out of over 14,000. CHS is very proud of this accomplishment and continues to work with the College Board through the CAPE Program to increase the number of AP offerings. During the 2012-2013 school year, CHS added both AP English Language and Composition and AP Psychology to the master schedule.



## Center High School WASC/CDE Self-Study Report

AP / Honors Subject Area	# of students**
AP English Language and Composition 11 **New this school year	73
AP English Literature and Composition 12	58
AP Calculus	35
AP Statistics	35
AP Biology	19
AP U.S. History	65
AP Macroeconomics	45
AP U.S. Government / Politics	48
AP Psychology **New this school year	43
Honors World Humanities English 10	53
Honors Algebra II/CPMIII	91
Honors Pre-Calculus	62
Honors Physics	34
Honors Modern World History Humanities 10	50
Total	711
**711 is the number of seats filled in AP and honors courses. Many students take multiple AP and/or honors classes at once.	

### AP Five Year School Summary

The number of AP exams taken by CHS students has increased to a historical high of 90 in 2012. CHS began working with the College Board through the CAPE program to increase AP offerings at CHS beginning in the 2012-2013 school year. These courses are AP English Language and Composition and AP Psychology. Also, the percentage of CHS students scoring a 3 or higher on AP tests has increased to 10% above the state average (74.4% vs. 64.4%).

School Year	07-08	08-09	09-10	10-11	11-12
Total AP Students	72	85	57	76	90
Number of Exams	130	178	119	147	195

## Center High School WASC/CDE Self-Study Report

AP Students with scores of 3+	<b>48</b>	<b>56</b>	<b>42</b>	<b>47</b>	<b>67</b>
% of Total AP Students with Scores of 3+	<b>66.7%</b>	<b>65.9%</b>	<b>73.7%</b>	<b>61.8%</b>	<b>74.4%</b>
California State Average of Students with a score of 3+	<b>62.8%</b>	<b>64.4%</b>	<b>64.2%</b>	<b>63.7%</b>	<b>64.4%</b>

### Attendance

Average Daily Attendance percentages have remained consistent at nearly 96% for the past three years. Efforts are made to increase attendance by utilizing an auto-dialer home message service when students are absent as well as utilizing the Student Attendance Review Board (SARB) and the School Resource Officer for extreme attendance issues.

#### Average Daily Attendance

	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
ADA Percent (%)	95.72%	95.95%	95.78%

### Mobility Rate – 2011-2012 School Year

CHS has a fairly high mobility rate. At the conclusion of the 2011-2012 school year, CHS experienced a net loss of 75 students or 5.5% of the overall population. However this doesn't show the entire picture as the chart below indicates that 199 students actually left CHS during the school year. This means 124 new students enrolled during this same time period.

Student Exit Code	Description	Number of Exits
140	Left - School unknown	8
160	Moved - Enrolled another Pub. School	172
180	Moved - CA Private School	3
200	Moved - Verified US District/School (outside CA)	9
240	Moved - Foreign Country	1
300	Expelled	6**

### Suspension and Expulsion Rates

The largest number of suspensions have been as the result of Education Code 48900(a)(1) which is, "Related to physical injury to another person." It should be noted, however, that the number of such incidents declined from 53 to 37 between the 2009/10 and 2010/11 school years as a result of the school taking a hard stand on physical assaults and expelling a number

of students. It is also important to point out that the CJUSD suspends students for threats of physical violence which often occur through social media outlets such as Facebook. This policy is in place to assist in dealing with the national issue of student bullying. These threats are the main reason for suspension under this "Related to physical injury to another person" category.

The rise of suspensions and expulsions as a result of possession or sale of a controlled substance can be directly linked to the opening of numerous medical marijuana stores in the surrounding area during those school years which created an easy supply of marijuana in the community. Fortunately, Sacramento County has now taken a hard stance on such "businesses" and forced them to shut down. All drug related expulsion and suspensions were a result of marijuana.

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Suspension (#)	141	132	170
Suspension (%)	9.57%	9.19%	12.58%
Expulsion (#)	12	10	11
Expulsion (%)	0.81%	0.70%	0.81%

\*\*Suspension data has been disaggregated and can be found in the Appendix.

### **Socio Economic Status – Free and Reduced Lunch Rates as of CBEDS dates**

As previously noted, the free and reduced lunch rate has increased considerably the past few years as the local economy has suffered considerably as a result of economic recession at both the state and federal levels.

<b>Year</b>	<b>Free Lunch</b>	<b>Reduced Lunch</b>	<b>Total</b>	<b>Percentage</b>
2008-09	493	140	633	36.74%
2009-10	490	157	647	41.16%
2010-11	509	134	643	42.86%
2011-12	530	128	658	44.67%
2012-13	525	129	654	54%

### **School Facilities: Safety Conditions, Cleanliness and Adequacy**

Center High School completed the "build-out" of the 35-acre campus in 1999. Every effort was made to design and build a school that facilitates safe, high-quality learning opportunities for all who teach and learn here. The build-out includes the following state-of-the-art facilities: science building with computer lab; mathematics building with computer lab; library with computer lab;

career center; a five-hundred seat theater; music building; computer assisted drafting building; special services building; dance and wrestling rooms; team locker rooms; and the Media Communications Academy building. In addition, a new football/soccer stadium was completed in November, 2009. The new stadium includes a state-of-the-art track, deluxe entrance, home and visitor snack bars, artificial turf, press box, restroom area, and sound system. The new stadium has already served as a venue to bring the Antelope community together on the Center High School campus. This was evident in the fact that 3500 community members attended the opening night of the stadium. The stadium will be utilized for sporting events as well as graduation ceremonies. In addition, the stadium is available for community use.

Security is maintained by two campus monitors, two assistant principals, and the principal. A contract was signed in 2009 with the Twin Rivers Police Department to provide additional security for both the Center High campus as well as other sites within the district. The Twin Rivers Police Department provides a full-time School Resource Officer who is housed at CHS. In addition, the security cameras installed in 2008 throughout the campus are monitored by the Twin Rivers PD Dispatch Center 24 hours a day, 365 days per year. Staff members are also assigned supervision duties around campus before and after school to ensure the safety of everyone. In addition, teachers are assigned a minimum of 14 hours of supervisor duty at athletic contests and other extra-curricular activities to assist in the safe and effective operation of these events.

Center High School has one morning and five afternoon/evening custodians to ensure the campus is kept clean and safe. Custodians are responsible for cleaning all classrooms, restrooms and other buildings on campus on a nightly basis. In addition, one of the campus monitors and two noon-duty aides assist in cleaning up garbage and supervising during both lunches. The site purchased additional trash receptacles last school year and placed them strategically around campus to increase the use of such containers by students.

## **Staff**

As can be seen in the table below, the number of certificated staff has declined from a high of 73 in 2008-2009 to the current level of 54. This has been the result of both declining enrollment as well as a dramatic decline in the amount of funding provided by the State over the past five years. As a result, CHS lost some elective options including Foods, Fashion Design, and Automotive Technology. Also, class size reduction in English 9 was eliminated. With the recent passage of Proposition 30, no certificated or classified lay-offs are being planned for next year. Also, no furlough days will be necessary next school year, resulting in an increase of four instructional days over the 2012-2013 calendar.

	2008-09	2009-10	2010-11	2011-12	2012-13
Certificated Teachers	73	69	55	57	54
Classified Staff		45	41	37	44
Counselors	3	3	3	3	2
Psychologist	.8	.8	.8	.8	.8

### Professional Development Activities

Staff members at Center High School have participated in numerous professional development activities over the past three years. Topics of these trainings include: Project Lead the Way Summer Institutes, AP Summer Institutes, High Quality First Instruction, Common Core Standards, CTE, the Lighthouse Program for California Partnership Academies, and the +Ford Partnership for Advanced Studies (PAS)

### Students participating in co-curricular and extra-curricular activities

As the chart below will attest, a significant number of students participate in co and extra-curricular activities including athletics. In addition, CHS has many traditions, such as Fall Homecoming and Sports-O-Rama that motivate hundreds of students, parents, and siblings to participate in annual activities.

#### Club name Advisor # of students

Anime Club	Peter Graham	30
Spanish Club	Mark Loftus	20
Future Business Leaders of America (FBLA)	Joe Gomes	25
California Scholarship Federation (CSF)	Tim Ridge / Soledad Ramirez	55
French Club	Marie Robb	15
Bible/Alive Club	Mark Loftus	5
Black Student Union	Danielle Stout	5
Link Crew	Amy Chaney	65
Academic Decathlon	Christine Allain	12
Asian Pacific Islander Club (APIC)	Keith Collins	20
Color Guard	Gigi Tree	8
Drum Line	Gigi Tree	10
Role Playing Club	Rob McInnes	15
Drama Club	Jane Purdy	15
Newspaper	Rob McInnes	21
Student Council	Jennifer Winborne	30

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Leadership	Jennifer Winborne	38
AVID	Danielle Stout	72
Fun Club	Jane Purdy	5
Astronomy Club	Mike Palmer	14
Dance Club	Sherry Edgar	22
Center Scholars Program	Linda Schroyer	84
Yearbook	Rob McInnes	35

### Student Performance Data

\*\* CST, CAHSEE, AYP, and CELDT data are all disaggregated by gender, grade level, and ethnicity on tables found in the Appendix of this document.

### API Demographic Information

Reporting Ethnicity	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
African-American	102	10.4	163	16.2	142	15
Amer. Indian or Alaskan Nat.	2	0.22	8	0.8	8	0.8
Asian-American	88	9.0	78	7.7	72	7.6
Filipino-American	32	3.3	39	3.9	49	5.2
Hispanic or Latino	201	20.4	181	17.9	183	19.3
Pacific Islander	7	0.7	21	2.1	18	1.9
White (not Hispanic)	407	41.4	510	50.5	448	47.2
Two or More Races	144	14.6	9	0.9	29	3.1
Other Ethnicity or Missing	0	0.0	0	0.0	0	0.0

### Academic Performance Index (API)

The API at CHS has risen 25 points between 2008 and 2012. The 2012 API of 784 is the highest in the history of the school. In 2011/12 CHS added a number of intervention courses including Success Strategies for freshman coming into CHS with multiple F's and Foundations for English 9 for students struggling in English with reading comprehension as shown by English class grades and /or results of the Degrees of Reading Power (DRP) which is given at the beginning of each school year. There seems to be a direct connection to the addition of these intervention classes and the rise in API as these courses targeted the lowest performing students. Student CST data broken down by grade, gender, and ethnicity can be found in the Appendix.

API Data by Year					
Year	2007-08	2008-09	2009-2010	2010-11	2011-12
API Score	759	767	781	777	784

### Adequate Yearly Progress (AYP)

Center High School is not in Program Improvement. In 2010-2011, CHS met all AYP criteria for English Language Arts in its significant subgroups with the exception of the English Learner and Socio-Economically Disadvantaged populations. In 2011-2012, as the federal target level increased to 77.8% proficient, CHS met the English performance target for Socio-Economically Disadvantaged but did not meet the target for the other two significant sub-groups which were Caucasian and Hispanic or Latino.

In 2010- 2011 in mathematics, CHS met its AYP goals in all areas except in the Economically Disadvantaged category. A math intervention course titled, Academic Enrichment, was added to the master schedule in 2011-2012 to assist students struggling in Algebra 1a. The course was expanded in 2012-2013 to include students struggling in Algebra 1 CPM. In 2011-2012, both Hispanic/Latino and Economically Disadvantaged students met the AYP benchmark.

AYP Performance Data by Numerically Significant Student Group Percent Proficient and above						
	2009-10		2010-11		2011-12	
	ELA	Math	ELA	Math	ELA	Math
All Students	62.8	69.2	63.1	60.6	63.1	65.2
Hispanic or Latino	55.9	63.4	<b><u>72.7**</u></b>	47.8	58.5	58.0
White (not Hispanic)	62.8	72.5	69.1	66.9	66.0	71.6
English Learner	39.7	50.0	N/A	N/A	N/A	N/A
Economically Disadvantaged	55.5	63.2	50.4	50.0	56.9	60.3

## 2011-12 CAHSEE Performance Data

The percentage of students passing the CAHSEE during the 10<sup>th</sup> grade testing of English – Language Arts increased from 86% to 90%. This increase can be attributed to the intervention classes being implemented within the English Department. The largest sub-group gain was in the African American group which increased from 69% in 2010-2011 to 90% in 2011-2012. In math, the passage rate remained unchanged at 92%. A higher percentage of students passed the CAHSEE in 10th grade than in subsequent "retakes" in 11th and 12th grade. For special education students, the scores on the Math portion of the CAHSEE were higher than the ELA portion of the exit exam.

<b>Graduation Rate</b>	
<b>Year</b>	<b>%</b>
2006-07	90.8
2007-08	91
2008-09	92.6
2009-10	90.63
2010-11	88.74
2011-12	88.36

During the past two school years, CHS has developed classes and resources to counteract the declining graduation rate. A Success Strategies course was implemented last year for freshman students entering CHS with multiple "F" grades. The course focuses on study skills and school connectedness. Two sections of Success Strategies ran last school year and three are running this school year which includes one class of sophomores. Thus far, we are seeing excellent results. In addition, it was determined that students failing Foundations for Algebra were at high risk of dropping out or not graduating on time. Therefore, an Academic Enrichment/math lab course was developed to run concurrently with Foundations for Algebra students that were struggling. The Math Lab course utilizes both direct instruction and the computer-based math program Assessment and Learning in Knowledge Spaces (ALEKS) to assist students with pre-algebra skill development.



**SAT Scores**

Year	Number Tested	Critical Reading Average	Math Average	Writing Average
2011-2012	110	477	519	462
2010-2011	116	508	538	486
2009-2010	101	518	548	486
2008-2009	108	502	541	494

**ACT Five Year Summary**

	Total Tested	English	Math	Reading	Science	Composite
<b>2007-08</b>	25	22.8	25.2	23.8	21.4	23.4
<b>2008-09</b>	46	22	24.2	24	22.1	23.2
<b>2009-10</b>	24	21	24.2	22.4	22.9	22.8
<b>2010-11</b>	49	22.4	24.3	23.7	22.3	23.3
<b>2011-12</b>	27	20.7	25.1	21.9	22.4	22.8

**STAR/CST – Overall Summary of the data**

The findings for our English Language Arts Department are diverse. For sophomores taking the CAHSEE for the first time, our passing rate was 90% for all students in 2011-2012. One significant finding for the 2011-2012 school year was that our CAHSEE passage for our African American population went up significantly from 69% to 90%. We believe this may be due to the high representation of AA students participating in our ELA intervention courses. We also believe our highly experienced and qualified staff are prepared to give all students the learning experience they need to be successful. We will be watching this trend to see if it continues as we continue our intervention courses and as we see more buy-in for the CAHSEE in the community we serve. Also, our Economically Disadvantaged population had an increased score of 26 points on our API score in the 2011-2012 school year. Again, we attribute this increase to our highly experienced and qualified staff and to the increase in the number of higher-performing students who are now being classified as economically disadvantaged who were not before. Over all, for the past three years an average of approximately 50% of our students scored at the Proficient and Advanced levels on the STAR Test in English Language Arts. Our 9th grade students perform particularly well, showing consistent improvement attributed to Foundations classes implemented in the lower grade levels.

For our students with disabilities, we met our API target for 2011, but did not meet the target for 2012. This may be attributed to the fact that we implemented full inclusion three years ago into classes that are numbered in the upper 30s with no in-class special education teacher support personnel. We continue to see an increase in the number of students with disabilities at our site. We continue to see a significant drop in the Gifted and Talented demographic in the last three years, yet we have seen an increase in the number of students taking the SAT college entrance exam.

Possible Causes for Findings:

Possible causes for the findings involve increased class sizes averaging in the mid to upper 30s, with our largest classes in the low 40s. This could attribute to STAR scores being around 50% for Proficient and Advanced. Even though our class sizes are high, we continue to make progress with our students. The lack of a block schedule, which leads to limited course selection offerings and elective choices, could be one cause for the Gifted and Talented population decline. We believe the Gifted and Talented population is drawn to the block schedule for these reasons. They may be going to other campuses where IB programs are offered as well. Although our Gifted and Talented population has declined, we continue to serve and challenge our higher-performing students. Our higher levels of students taking the SAT test could be due to the fact that we have increased the number of sections from 1 section to 2 sections in all our honors and AP (Literature and Language) ELA courses.

Suggestions-

Our suggestions to address the goal to improve student achievement will be to continue our already successful strategies, such as direct instruction, group collaboration, and project development and completion, as well as to look at new teaching methods involving technology. We will develop a PLC within our department as we focus on the upcoming implementation of Common Core Standards. In our PLC, we will be able to focus on grade-alike collaboration for grade-alike assignments and assessments, as well as Marzano Vocabulary exercises that lead to student achievement. With the success of our Foundations of English classes that address the needs of our lower-performing students, we suggest implementing these classes in the upper grades as well. Class-size reduction for all grades would be a suggestion as well to decrease the number of student contacts for teachers. It is also suggested that we increase funds/opportunities for Professional Development and implementation of skills learned. We will continue to participate in training for new methods, such as the Expository Reading and Writing program developed by the CSU system, which some of our ELA teachers have participated in and are implementing in their classrooms. An increase of access to technology is also recommended. Although we have seen an increase in our access to computer labs, teachers are also in need of technology in their classrooms-technology such as individual projectors, document cameras, and SMART boards.

## **Math**

### **Mathematics Department WASC STAR/CST Analysis Narrative, 12/12/12**

Each year in the fall, the Mathematics Department analyzes the newly-released CST results in terms of continuous program improvement. We look at trends by course, grade level, subgroup, and reporting clusters. Teachers also analyze their own results individually compared to the overall results by course in order to reflect on their own teaching practices and share within their PLCs. The following are our analyses by course for the period 2009—2012:

#### **General Mathematics CST**

The number of students taking the CST in General Mathematics (who take our Algebra 1A course as 9<sup>th</sup> graders) has remained relatively constant. For several years, our feeder school, Wilson C. Riles Middle School, has promoted the idea of having nearly all 8<sup>th</sup> graders take Algebra 1. We have found that this results in only the very lowest-achieving freshmen taking our Algebra 1A, and scores on the General Mathematics CST have continued to decline, with only 16% Proficient or Advanced in 2012. Additionally, we have been unable to reinstate class-size reduction due to budget cutbacks.

#### **Algebra 1 CST**

The number of students taking the CST in Algebra 1 has remained relatively constant over the last few years; however, the largest grade level group taking Algebra 1 was previously sophomores and shifted two years ago to freshmen. Once again, we feel this is due to our feeder school's placement of most 8<sup>th</sup> graders in Algebra 1; they do not succeed there and are scheduled to repeat it as 9<sup>th</sup> graders. In the spring of 2011, members of our mathematics department administered readiness testing at Riles in an effort to place more students into the high school college preparatory program at the level in which they could be successful. This resulted in more freshmen placed in CPM Algebra 1 rather than CPM Geometry, and the CST Algebra 1 scores rose to 48% Proficient or Advanced—the highest in the last four years.

#### **Geometry CST**

Two factors have contributed to the number of students taking the CST in Geometry remaining constant: the siphoning off of the highest-achieving students at Riles and placing them in Honors Algebra 2, and the significant number of students who started with us in CPM Algebra 1, were not successful, repeated it, and, after two years, finally progressed to CPM Geometry. Another effect of the implementation of Geometry at Riles was the absence of the highest-achieving freshmen in CPM Geometry here, resulting in an overall drop in CST scores that has persisted ever since. For the last two years, the percentage of students scoring Proficient or Advanced on the Geometry CST has been the lowest in the last four years—37%.

In an effort to address our concerns regarding placement of incoming freshmen at a level which sets them up for success, the CHS and Riles department heads and administrators examined four years' worth of placement and letter grade data by student and modified our flowchart such that 8<sup>th</sup> graders who are not fully prepared for our college preparatory CPM Algebra 1 course start with us in Algebra 1A (formerly Foundations for Algebra, which covers

approximately half of the Algebra 1 State Standards and is the CAHSEE preparation course in the CPM program). Concurrently, students in 8<sup>th</sup> grade Algebra 1 need a strong foundation in that class to be successful in CPM Geometry, and the flowchart was modified accordingly.

### **Algebra II CST**

The number of students taking the Algebra II CST has remained relatively stable despite the drop in enrollment at CHS, partially due to the freshmen who now are able to take that course after having Geometry at Riles. Our percentage scoring Proficient or Advanced has risen dramatically to its highest ever—74%. We noticed that the number of juniors taking the exam has decreased by half and are investigating why this occurred to ensure that juniors overall are not opting out of mathematics too soon.

### **Summative High School Mathematics CST**

The number of students taking the Summative Mathematics CST has increased by about 20% despite our drop in enrollment. At the same time, the percentage scoring Proficient or Advanced has remained relatively stable at an astounding 71% last spring. It appears that those who take that exam, and there are more of them, are well prepared for it.

### **Social Studies**

The social studies staff tries to ensure that each class that we offer provides a foundation for continued learning beginning in modern world history, to United States history, and ending in government and economics. At each grade level, students may take our regular college preparatory class or challenge themselves with honors in the 10<sup>th</sup> grade or Advanced Placement in 11<sup>th</sup> and 12<sup>th</sup>. Students needing individualized support attend classes offered through Special Services.

Students in higher-level classes achieve at consistently high levels as indicated by STAR scores, grades, and AP scores. Students in our regular United States history classes consistently demonstrate a high level of success as judged by STAR scores. Modern World History has been an area of weakness, and as a result, has been a targeted area of our department for improvement. Since Modern World History scores have been particularly poor for students with disabilities, we have attempted to develop better strategies to meet their learning needs and to strengthen communication with the Special Services study skills instructors. As part of a district-wide Title I initiative, we developed a core vocabulary for special attention using the Marzano process as a foundation.

To further improve our scores and student learning outside of the classroom, we advocate seeking additional support for Special Services staff teaching social studies, a geography class for students in the 9<sup>th</sup> grade, and staff development in implementing Common Core for social studies teachers. Attention to content area reading in the new standards will help address the most nagging weakness in our students, their lack of skill in reading textbooks for content and analysis. The department is exploring whether our reliance on a college-preparatory-only class is making our job more difficult as we try to accommodate students ready for college preparation and those still learning basic reading and writing skills in the same classroom.

## **Affective Data**

### **Parent Survey Results 2012-2013**

We recently surveyed our parents to gauge the perception of how we are doing to make sure Center High School is fulfilling its commitment to the community. The topics surveyed focused on three areas: identifying barriers to involvement, evaluating campus-wide staff/ services, and communicating expectations with the community. The survey method used to gather this data included "guided-response" and "open-ended response" questions provided by a data gathering service, Survey Monkey.

The survey was opened to parents and guardians from February 8th through March 8<sup>th</sup>, 2013. The survey was promoted by our website and classroom reminders. The total number of responses collected during this time period was 132.

The results for parent involvement were positive. According to the results involving parental involvement, it was found that childcare, a busy schedule, and lack of information were not barriers to becoming involved at Center High School. Over 86% of parents feel a welcoming invitation to participate in activities at CHS (survey question #5). Of our participating parents, 68% indicated that information about campus activities were not, or only 'a little bit' of a negative factor preventing participation on campus (Survey question #6).

Our surveyed parents stated that they were happy with their students' teachers, with 85% either agreeing or strongly agreeing with that statement (survey question #5). Similar results were gathered for CHS administrative team, with over 88% either agreeing or strongly agreeing with that statement (survey question #9). The counseling staff recorded a percentage of 73% in a similarly worded question.

When asked about the academic and behavioral expectations (rules) of CHS students, parents responded with similar results: Over 87% of responding parents agree or strongly agree the rules and expectations are clearly defined and communicated (survey question #17). Sixty percent of parents agreed with the statement that "there is a culture of high academic and behavior expectations for everyone," and almost 22% strongly agreed with the same statement. Overall, 93% of students stated that "I am happy that my child attends Center High School" (Survey question #15) with an "agree" or "strongly agree" response.

Of the 132 responses, there were 42 open-ended comments contributed by parents to the survey. These comments ranged from concerns about sports coaching to the appearance and upkeep of the campus. Concerns were raised about communication between staff ( teachers and counselors) and parents as well as general praise about teaching practices and programs (MCA).

### **Student Survey Results 2012-2013**

Students were surveyed on 15 multiple choice questions and one open-ended response. Full results of the survey are found in the Appendix. Highlights of the student survey include 82.9% of students agree that CHS teacher care about them as a person. 82% are happy with the extra-curricular and athletic offerings at CHS. 83.4% report they are happy to be attending Center High School. 83% state they feel safe at CHS which is significant after two recent lock down situations due to an armed felon being pursued in the surrounding neighborhood by local law enforcement. 83.9% report they know how to find out information at CHS about programs, events, and other activities. 33.8% state that more counseling services are needed. This is most likely a result of the reduction of the counseling staff from 3 to 2 last year due to the budget deficit.

### **Staff Survey Results 2012-2013**

The Center High School staff was surveyed through Survey Monkey. Those results have been compiled and highlighted here. There were a total of 16 questions, and 73 staff members responded to the survey. At the end of the survey, there was an opportunity for staff to add their written comments or questions.

The first few questions centered on student learning. Most of the Center High School staff agreed or strongly agreed that CHS provides a good learning environment for the students and that most of the staff also agrees that all of our students can learn.

The next section of questions focused on our school administration. About half of the staff felt satisfied with the communication provided between the administration and staff. A little more than half agreed that the administration takes prompt action when problems at the school arise.

The questions about counseling and programs for the students followed the questions about the administration. About half feels satisfied about the counseling and guidance services for high school and the transition to post graduation. Most staff feels that there are appropriate extra-curricular, athletics and clubs available for the students.

Following the counseling and program questions are questions that dealt with overall feelings about the school in general. Most staff feels welcome, happy, safe and that the rules and expectations are clearly defined at Center. Less than half agreed, however, that the facilities are well-maintained.

The last couple of questions had the staff select their top five priorities from a list of suggestions and the staff was also given the opportunity to add additional comments or questions. The top five priorities chosen were as follows: 1. "More course offerings for non-college bound students in career technical education are needed with 47.9%". 2. "Need to reduce class sizes with 46.5%." 3. "A campus-wide approach to interventions and 'response to intervention' to save students from failing their academic caseload is needed. This growth area is impacted by shortages in funding and resources at CHS with 43.7%." 4. Tie for 4 and 5. "Need to incorporate more electives into the master schedule. Need to increase counseling staff from 2 to 3 with 39.4%." 5. "Technology improvements hardware and software upgrades and expansion of facilities needed throughout the campus with 39.4%"

There were 21 comments added at the end of the survey. Some of the comments ranged from concerns about professionalism from staff and concerns about some school policies to a general feeling of support by the staff at CHS. There were comments about the heavy work-load in special education. There were also comments about a need at the district level of more understanding of the differences and demands at the high school level versus elementary and middle grades. There were concerns about the appearance, cleanliness, overall discipline, and security of the campus.

In conclusion, the survey showed many positive feelings and some concerns about the school as a whole. As with any school, there is always room for improvement. It is imperative that we work together as a staff, school, and district to continue to bring a quality education to all of our students at Center High School.

## Chapter Two:



## **Student/Community Profile: Overall Summary from Analysis of Profile Data**



## **Chapter II: Student/Community Profile — Overall Summary from Analysis of Profile Data**

### **Critical Needs as determined by the analysis:**

#### **1. Consistent use of data to identify target areas for the purpose of increasing student achievement as evidenced on the CST, CAHSEE, summative, and formative assessments.**

Before the economic crisis beginning in 2007 and the resulting budget crunch that occurred in 2008, Center Joint Unified School District utilized Edusoft to disaggregate data to guide instruction and develop programs to meet the needs of all students. Unfortunately, funding for Edusoft services had to be eliminated as part of widespread budget reductions throughout the district. It was not until February of 2012 that the district was able to acquire a new data disaggregation service: Multiple Measures, LLC (limited Liability Company). However, it has become increasingly apparent that our staff needs additional training on both utilizing the Multiple Measures, LLC software to acquire data, and analyzing the data to guide instruction to increase assessment scores.

As assessment data began to be better analyzed through the use of Multiple Measures software, it became evident that although CST scores are good and CAHSEE passage rates remain around 90% in both math and English, scores have plateaued and remained flat over the past four years. As the staff began analyzing data, it also became clear that more staff development in this area is needed. Staff development needs to focus on both acquiring the data from the Multiple Measures software as well as analyzing the data to drive instruction and program planning.

The first step is the development of Professional Learning Communities. Department Heads have begun this process this school year by working through the book, Learning by Doing: A Handbook for Professional Learning Communities at Work – 2<sup>nd</sup> Edition. Full implementation is projected to take effect during the 2013-2014 school year. Data will be analyzed on a consistent basis. Test scores will also be disaggregated and analyzed to develop instructional strategies and programs targeted to current student population.

#### **2. Intervention classes are needed for core subjects that focus on writing, problem solving, and comprehension strategies.**

The data pertaining to students leaving Center High revealed that the vast majority were leaving due to becoming credit deficient from failing classes. These students then left Center High School and enrolled in McClellan High School, Vision for Learning, Keema Independent Study School, or Antelope Charter School. If students failed Foundations for Algebra (now retitled Algebra 1A) and/or English 9, they were much more likely to leave Center High School for one of the schools listed above within a year of failing these courses. A review of the master schedule concluded that intervention options were not available. Therefore, we are confident that intervention options in both English and Algebra 1A (formerly Foundations for Algebra) will assist students in being successful in these key courses which will keep them on track for graduation and remaining at Center High School. We expect CST scores in math and

English as well as CAHSEE passage rates in these areas will increase because of these interventions.

Earth Science is an area of particular concern as less than 50% of students scored proficient or advanced during the past three years on the CST Earth Science test. In addition, 20% of students taking the Earth Science CST test scored below or far below basic. Therefore, intervention options for students in Earth Science courses are necessary. A geography course has been included in the Course Catalog for the 2013-2014 school year on the advice of the Science Department. Earth Science includes a lot of geography concepts that students are lacking.

Modern World History is another area of concern. Over the past three years, 50% of students taking the CST in World History have scored basic or lower. Intervention options in Modern World History are intended to increase the percentage of students scoring at the proficient and advanced levels. A Foundations of Modern World History course has been included in the Course Catalog for the 2013-2014 school year.

### **Questions**

1. How can Center High School establish a more flexible master schedule for more student opportunities and choices to address declining enrollment?
2. Could non-college prep course offerings increase student retention/success as an alternative to meeting graduation requirements?
3. Should more non A-G courses be available to provide appropriately leveled classes for non-academically inclined students or are support/intervention classes adequate?
4. Is the full-inclusion model working for our special education students?
5. Should intervention classes be available for grades 9-12, instead of just 9<sup>th</sup> and 10<sup>th</sup> grades?

## Chapter Three:



## Progress Report

### Chapter III: Progress Report

The Center High School community has worked tirelessly to improve and has shown tremendous progress since the WASC visitation of 2007. This progress is especially notable since the past five years have been filled with state and district budget cuts which have resulted in fewer certificated and classified staff. In addition, CHS had a rotation of five principals in a four year period ending in the 2009-2010 school year. However, test scores and other data show that the academic experience of students has increased during this time span. The following are the Action Plan items as developed by the CHS community in the Self-Study of 2007:

#### **ACTION PLANS**

**#1:** Introduction, implementation, and utilization of new student information system (AERIES) for increased student achievement.

**#2:** Evaluate, organize, maintain, and communicate school policies and procedures. \*\* This is also Critical Element #8 from the WASC visiting committee of 2007.

**#3:** Provide an institutionalized cyclical process of continuous improvement focused on teaching and learning and on academic achievement for all students including those in underperforming subgroups. \*\* This is also Critical Element numbers 4, 5, 6, and 7 from the WASC Visiting Committee Report dated October 2007.

**#4:** Improve relationships and communication with stakeholders.

\*\* This is also Critical Element #2 and #3.

**#5:** Maximize student opportunities for completion of a four-year program tailored to individual student needs.

Below you will find the Critical Elements as subscribed by the 2007 WASC Visitation Committee. It is important to note that there are many areas of crossover between the Action Plans developed by the CHS community and the Critical Elements developed by the WASC Visitation Committee.

#### **Critical Areas for Follow-Up**

**#1:** Need for a comprehensive system for communication with parents/community and for including these stakeholders in the planning and decision-making processes of the school:

**#2:** Improve communication and collaboration, including mutual respect and trust, between site and district office. This is also Action Plan #2 and #3 above.

**#3:** Need student involvement in the decision-making process of the school.

**#4:** School-wide focus on student learning, rigor, and high academic expectations for all students. This is also Action Plan #3 above.

**#5:** Identification of students with learning support needs and implementation of support services for them. This is also Action Plan #3 above.

**#6:** Staff development plan/training for all staff at the same time; collaboration as a group for staff developmental issues on use of student achievement data and on effective instructional strategies. This is also Action Plan #3 above.

**#7:** Single plan for student achievement does not address the core academic area of Language Arts and Math. This is also Action Plan #3 above.

**#8:** There is a need for written school-wide procedures and policies; i.e., classroom management, attendance, tardies, scheduling and dropping of classes, discipline, etc.

### **Progress towards each Action Plan**

**ACTION PLAN #1:** Introduction, implementation, and utilization of new student information system (AERIES) for increased student achievement.

The AERIES student information system was purchased and began district-wide implementation in 2008. Since then, all staff has been trained and the Aeries system is used for the following activities: grade books, Homelink parent portal for attendance and grades, attendance, student discipline, transcripts, and master schedule activities. This action plan item was reviewed at a WASC meeting in August of 2010 and determined to be fully implemented and achieved. Ongoing technical support is provided through Aeries parent company and is utilized when necessary. The Aeries system has proven to be a major improvement in almost all aspects over the previous student information system (QSS). It is now much easier to track student achievement, grades, test scores, and discipline history during SST, IEP, and 504 meetings. This information is also used to schedule students in appropriate intervention courses and offerings.

**ACTION PLAN #2:** Evaluate, organize, maintain, and communicate school policies and procedures.

**Critical Element #8:** There is a need for written school-wide procedures and policies; i.e., classroom management, attendance, tardies, scheduling and dropping of classes, discipline, etc.

Prior to 2008, many policies and procedures at Center High School were unwritten. This began to change in 2009 as many policies were reviewed and revised. The resulting new policies were then put in writing and communicated through the student Cougar Planner, Staff Handbook, and through memo form. Students receive an orientation to the policies and procedures of the school during the first four days of the school year through the Advocacy class. The process of continually reviewing policies and putting them in writing has become embedded in the culture of CHS and is now an on-going process.

The following is a list of policies revised and recorded since the WASC visit of 2007:

- Tardy policy
- Attendance policy for excused and unexcused absences and the “no-credit” policy for excessive unexcused absences
- Rights and responsibilities of 18 year-old and older students
- Academic dishonesty
- Class drop and change policy
- Online and credit recovery course policies
- Center Scholars Honors Program rules and guidelines
- Grievance procedure as it relates to parent/student complaints concerning a staff member
- ASB funds “Good Business Practices”
- Athletic appeals process and procedures
- Medical release from Physical Education
- Course selection policies and procedures as the process went online in 2011
- Counseling policies and resulting Counseling Procedures Handbook
- A-G listings, AP listings, and Honors course listings - updated annually
- Homework policy
- Discipline matrix
- Partial credit policy

In addition, the following handbooks were revised and distributed to establish further communication of written rules and guidelines:

- Athletic Packet
- Staff Handbook
- New Teacher Handbook
- Cougar Planner - Given to all students
- School Safety Plan - updated yearly
- Single Plan for Student Achievement - updated yearly

**ACTION PLAN #3:** Provide an institutionalized cyclical process of continuous improvement focused on teaching and learning and on academic achievement for all students including those in underperforming subgroups.

**Critical Element #4:** School-wide focus on student learning, rigor, and high academic expectations for all students.

**Critical Element #5:** Identification of students with learning support needs and

implementation of support services for them.

**Critical Element #6:** Staff development plan/training for all staff at the same time; collaboration as a group for staff developmental issues on use of student achievement data and on effective instructional strategies for all students.

**Critical Element #7:** Single plan for student achievement does not address the core academic area of Language Arts and Math.

Prior to 2009, CHS focused primarily on the college-bound population and offered few intervention classes or opportunities for students who were struggling academically. The main intervention was a referral to the district continuation high school after students became credit deficient. However, being faced with declining enrollment, the CHS staff took a hard look at the data and determined that the highest percentage of students leaving CHS over a three-year period did so due to becoming credit deficient due to poor grades. With this knowledge, CHS began to develop freshman level intervention courses in both math and English since failing grades in these two subject areas were determined by the data to be precursors to students exiting CHS. In 2010-2011, a Foundations for English class was developed for freshman students who had failed 8<sup>th</sup> grade English or scored poorly on the Degrees of Reading Power test administered to all freshman. Data has shown the course to be a great success, and in the 2011-2012 school year a sophomore level Foundations for English course was added. In addition, freshman students entering CHS with multiple "F" grades were enrolled in a Success Strategies course which focuses on study skills and school connectedness. The course utilizes the 7 Habits of Highly Successful Teens workbook as well as strategies learned in the "Why Try?" trainings. To date, this course has also shown great promise. Success Strategies was expanded to sophomores during the 2012-2013 school year.

A Credit Recovery course has also been implemented utilizing ODYSSEYWARE software. The course is offered both fourth and seventh periods and provides an opportunity for students who are deficient 15 credits or fewer to earn enough credits to remain at Center High School. Forty students per term have been enrolled in Credit Recovery and stayed at Center High School.

To deal with the declining enrollment math issue, a Math Lab (Academic Enrichment) course was designed and implemented for the lowest achieving Foundations of Algebra (Algebra 1a) students. The course is a shadow course and uses ALEKS software as well as direct instruction. The course has been so successful that the model was also implemented at the Algebra 1 CPM level during the 2012-2013 school year.

The Special Education Department studied a full-inclusion model during the 2008-2009 school year and began implementation school-wide in 2010-2011. Although it has not been as successful as had been hoped, the full-inclusion model is being modified to meet the needs of CHS special education students. The Special Education Department has also provided trainings for staff on teaching techniques to foster special education students in mainstream classrooms.

During the past three years, 13 teachers have either completed the necessary coursework or successfully completed the examination to obtain C-TEL certification. ELL was highlighted as an area of need in response to the Center Joint Unified School District going into Program Improvement. In addition, ELL classes and tutorials have been reinstated in the master schedule to better meet the needs of the ELL population.

The teaching staff at CHS is in the process of completing High Quality First Instruction training provided by the Sacramento County Office of Education (SCOE). This training includes 9 hours of direct instruction as well as four classroom observation days by SCOE staff. In addition, teachers are provided collaboration time on early-out days which occur on most Mondays throughout the school year. Some of this time has been spent looking at data as provided by a data disaggregation software service (Multiple Measures, LLC) which was instated during the 2011-2012 school year. Due to budget cuts, previous data disaggregation software (EduSoft) was discontinued five years ago.

Finally, the Single Plan for Student Achievement has included goals for both English language arts and math since the 2009-2010 school year.

**ACTION PLAN #4:** Improve relationships and communication with stakeholders.

**CRITICAL ELEMENT**

**#2:** Improve communication and collaboration, including mutual respect and trust, between site and district office. This is also Action Plan #2 and 3 above.

Since 2007, Center High School has worked tremendously hard at increasing communication and improving relationships with all stakeholders. Electronic forms of communication have greatly assisted us in this area. CHS has a website which is updated on a regular basis and has a link to the daily C-TV (Cougar Television) show which features all the current news and events happening around Center High School. The website also has an interactive calendar of important dates and events as well as a newsletter. In addition, CHS has a number of Facebook pages to keep students, parents and the community informed of activities, important dates, and events. The superintendent also has a monthly column in the *Antelope News*, the local community newspaper where he presents information on upcoming events and celebrates achievements. The auto dialer is also utilized to send out weekly voice and/or email messages of important information. Finally, a new digital marquee was installed at the front of the school facing Watt Avenue which scrolls repeatedly vital information for CHS students and families.

During the site visit of 2007, it was noted that the relationship between the district office and Center High School was strained. Since that time, there is a new Superintendent, Director of Personnel and Principal at Center High School. The principal participates in monthly cabinet meetings with district office staff as well as individual monthly meetings with both the superintendent and the Director of Personnel. The Superintendent also visits the CHS campus on a regular basis visiting classrooms and meeting with the CUTA Union President. A survey of CHS staff conducted in 2009-2010 indicated that the relationship was improving. Recent conversations between the CUTA Union President and principal validate that the relationship is continuing to move in a positive direction.



**ACTION PLAN #5:** Maximize student opportunities for completion of a four-year program tailored to individual student needs.

Center High School is on a traditional six period day schedule. This can be limiting for students interested in participating in programs such as AVID and/or MCA (Media Communication Academy – a California Partnership Academy). Therefore, CHS has added to the number of zero period options to allow greater flexibility for students to take additional courses throughout the normal six-period day. Zero period classes now include: French III/IV, Leadership, Journalism, and Advanced Broadcasting. In addition, a seventh period Credit Recovery course has been added after the normal school day to allow for students to remain at CHS and successfully complete graduation requirements. The addition of this course has led to a significant reduction in the number of students exiting CHS due to credit deficiency.

### **Significant developments, including program additions, since September 2007**

- A new superintendent familiar with the Center Joint Unified School District and Center High School was hired (Action Plans #1-5).
- A new principal with experience in the Center Joint Unified School District was hired for the 2009-2010 school year (Action Plans #1-5).
- Grades available online through AERIES Homelink (over 5,700 existing accounts) including viewing students' grade book entries (Action Plan #1).
- Online calendars available on website for classes, clubs, sports, etc. information (Action Plans #2 and #4).
- Survey Monkey is available for seeking input from different stakeholders regarding school issues, i.e. faculty perception of the relationship between school site and the district office (Action Plan #4).
- Auto dialer is used consistently and for a variety of messages, i.e. attendance, notice of school events, district announcements, etc. (Action Plans #1 and 4).
- *Antelope News* is used to disseminate information (Action Plan #4).
- An electronic marquis has been placed strategically to communicate with students, parents, and the community (Action Plan #5).
- Data is communicated to parents via *Cougar Connection newsletter*, AERIES Homelink accounts as well as school and teacher websites (Action Plans #1, #3, and #4).
- A new student store was developed to increase a sense of school spirit (Action Plan #4).
- New stadium and state-of-the-art track to attract students and community to the campus (Action Plan #4).
- Utilization of online course selection (Action Plan #1).
- AVID class has grown from 19 in 2008-2009 to 42 in 2009-2010 (Action Plan #3).
- Study of subgroups' CAHSEE results (Action Plan #3).
- In 2008-2009, a schedule was adopted to accommodate weekly collaboration and professional development (Action Plan #3).

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- Two new computer labs have been added to be utilized by Humanities classes (Action Plan #3).
- Computer projectors have been added to many classrooms (Action Plan #3).
- AP English and AP Psychology courses have been added.
- The Autism class began in the 2008-09 school year and attracts student from throughout Sacramento County.
- The special education department implemented full inclusion for grades 9 and 10 RSP students during the 2009-2010 school year (Action Plan #3).
- SDC CAHSEE intervention class was added to increase the probability of SDC students passing the CAHSEE (Action Plan #3).
- A Special Education math lab was created to support the students enrolled in general education math courses (Action Plan #3).
- Study Skills classes have taken the place of Learning Center and are now grade alike (Action Plan #3).
- A Smart Board has been purchased by the Business Department.
- Assistant Principals' daily discipline referrals emailed to teachers to improve communication (Action Plan #4).
- Staff development has been offered in classroom management techniques, technology, writing, online classes, etc. (Action Plan #3).
- In 2008-2009, a schedule was adopted to accommodate weekly collaboration and professional development (Action Plan #3).
- In spite of dire finances, teachers have been attending professional development (Action Plan #3).
- The district Academic Coach continues to solicit requests from staff members for specific staff development trainings.
- The Single School Plan for Student Achievement has addressed the core academic areas since 2007.
- A contract with the Twin Rivers Police Department was signed to increase security and provide CHS with SRO and other services (Action Plan #2).
- A leadership team was created to develop and revise policies and procedures. Many new written policies and procedures have been created (Action Plan #2).
- Department head job descriptions were revised and updated for clarity (Action Plan #4).
- Articulation agreements have been signed for many courses to offer dual credit with American River College.
- Project Lead the Way Engineering and Bio Medical science programs have been added.
- A 911 Dispatcher/Call Center/Customer Service Program has been added.
- A Pharmacy Technician Program will be added in 2013-2014
- Enrollment has stabilized
- Professional Learning Communities have begun to be developed. Full implementation is scheduled for 2013-2014.
- Center High School was assigned a liaison, Christy Moutris, through the Sacramento County Office and Education to develop both CTE and ROP offerings for CHS students.

This collaboration has already resulted in start-up funding for Project Lead the Way Engineering and Bio Medical Programs.

- Online tardy referral system.

## Chapter Four:



## Self-Study Findings

## Chapter IV: Self-Study Findings

### Category A:

#### Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

##### A1. Organization Criterion

The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected school-wide learning results and the academic standards.

Findings	Supporting Evidence
The Mission Statement of Center High School was originally developed in 1988 by stakeholders including: staff, students, parents, community members, board members, and advisory committees. The Mission Statement was revised two years ago (2010-2011) after coordinating with the same stakeholder groups to develop the Center High School Five-Year Strategic Plan. The current Mission Statement is: "The mission of Center High School is to guide and encourage each student to reach his or her unique potential as a productive, respectful, and responsible member of a multiethnic community."	<ul style="list-style-type: none"> <li>• Center High School Five-Year Strategic Plan</li> <li>• Posters in classrooms</li> <li>• Staff Meeting agendas</li> <li>• Survey Monkey data</li> <li>• Booster Club Meeting minutes</li> <li>• Website</li> <li>• Single Plan for Student Achievement</li> </ul>
Core Values for Center High School were established during the 2010-2011 school year after extensive discussions with stakeholders and in the process of developing the Center High School Five-Year Strategic Plan. The Core Values serve as guidelines for decision making and conduct. The Core Values are: Integrity Safety Responsibility Academic Achievement Respect Community Relevance	<ul style="list-style-type: none"> <li>• Center High School Five-Year Strategic Plan</li> <li>• Posters in classrooms</li> <li>• Staff Meeting agendas</li> <li>• Survey Monkey Data</li> <li>• Booster Club Meeting minutes</li> <li>• Website</li> <li>• Single Plan for Student Achievement</li> </ul>
The motto of Center High School is "Home of Scholars and Champions". This was originally adopted in 1999. The motto was reviewed in 2010-2011 when it was decided to keep the motto the same.	<ul style="list-style-type: none"> <li>• Posters</li> <li>• School letterhead</li> <li>• Website</li> <li>• Single Plan for Student Achievement</li> </ul>

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	<ul style="list-style-type: none"> <li>• Staff meetings, survey monkey, school site council, ASB, parents, department meetings, Booster Club</li> </ul>
<b>Findings</b>	<b>Supporting Evidence</b>
The Center Joint Unified School District Governing Board supports the mission of Center High School by approving regulation and policies required to meet the school-wide goal of maximizing student achievement. Examples include: discipline code, dress code, school business policies, and personnel policies.	<ul style="list-style-type: none"> <li>• Cougar Planner</li> <li>• Board Policies available online</li> </ul>
The CJUSD Governing Board supports the mission of Center High School by approving the financing necessary to run programs. These include: Success Strategies, Foundations of English 9/10, and Credit Recovery.	<ul style="list-style-type: none"> <li>• District and Site budgets</li> <li>• Master Schedule Matrix</li> </ul>
The District Office administration supports the mission of CHS by purchasing of the Multiple Measures, LLC data disaggregation software which allows CHS staff to analyze test score data.	<ul style="list-style-type: none"> <li>• District budget</li> <li>• MMARS website</li> </ul>
The district office administration supports the mission of CHS by conducting regularly scheduled Learning Walks (classroom observations) in an effort to improve instruction.	<ul style="list-style-type: none"> <li>• Calendar of Events</li> <li>• Written feedback</li> </ul>
District office staff and Governing Board members regularly tour the campus and visit classrooms.	<ul style="list-style-type: none"> <li>• Calendar of Events</li> </ul>
The CJUSD Office of Curriculum and Instruction regularly reviews the academic success of CHS students by reviewing CST, API, Similar School Rankings, Marked Grade Distributions, AP Scores, CELDT, and CAHSEE data. An instructional coach is assigned to CHS to further assist with curriculum and instruction issues.	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Board agenda</li> </ul>
The Governing Board and district office administration comply with the Williams Act in supplying textbooks for each student as well as keeping the facilities safe and clean. The Governing Board also ensures that all teachers have appropriate credentials and are NCLB compliant. The Sacramento County Office of Education also completed a credential audit in 2011-12 to ensure that all teachers were appropriately credentialed.	<ul style="list-style-type: none"> <li>• Board Meeting minutes</li> </ul>
	<ul style="list-style-type: none"> <li>• CUSD Website</li> </ul>

**A2. Governance Criterion**

The governing board a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approves the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan.

**Governing Board**

<b>Findings</b>	<b>Supporting Evidence</b>
The Center Joint Unified School District Governing Board meets a minimum of once per month in the designated Board Meeting Room at Wilson C. Riles Middle School. The Governing Board supports Center High School's Mission Statement, Core Values, and ESLRs through adoption of policies and regulations that encourage the success of all students. The Governing Board reviews and approves the SPSA each year which includes our mission statement, core values, ESLRs, and action plans.	<ul style="list-style-type: none"> <li>• Board Policies are available online</li> <li>• Board agendas and minutes are available online</li> </ul>

**Understanding Role of Governing Board**

<b>Findings</b>	<b>Supporting Evidence</b>
Parents and students are encouraged to attend Governing Board meetings. Parents or students can comment on any items not on the official agenda by completing a simple question card. Meeting times, agendas, and meeting minutes are all available online at CJUSD website.	<ul style="list-style-type: none"> <li>• Board Meeting minutes</li> <li>• CJUSD Website</li> </ul>
Senior level students are encouraged to attend CJUSD Governing Board meetings to earn political community service credit. Through reports to the Board we advocate for new classes and programs, support for MCA, Project Lead The Way, 911 Dispatcher, athletics, intervention classes, and staffing. Two Board members are district parents and have students at Center High School.	<ul style="list-style-type: none"> <li>• Board Meeting minutes</li> </ul>

**Governing Board's Involvement in Review/Refinement**

<b>Findings</b>	<b>Supporting Evidence</b>
The Governing Board reviews and approves the CHS Single Plan for Student Achievement and the CHS Safety Plan on a yearly basis. These plans include academic and social goals as well as test scores.	<ul style="list-style-type: none"> <li>• Board Meeting minutes</li> </ul>

**Professional Staff and Governing Board**

<b>Findings</b>	<b>Supporting Evidence</b>
The relationship between the Governing Board and the responsibilities of the professional staff are clearly outlined in both Board policy and the CUTA and CSEA collective bargaining agreements.	<ul style="list-style-type: none"> <li>• Board policy</li> <li>• CUTA Contract</li> <li>• CSEA Contract</li> </ul>
The Governing Board delegates the implementation of policies established by the Board to the superintendent and assistant superintendent. The superintendent communicates and delegates responsibility for fulfilling policies to the principal. The principal delegates some of these responsibilities to the assistant principals. Policies are disseminated through the District Staff Handbook, site staff handbook, and new policies are mailed out upon adoption.	<ul style="list-style-type: none"> <li>• Flowchart</li> <li>• Meeting minutes</li> </ul>
Weekly meetings are held with the principals and superintendent to communicate new information and clarify any issues.	<ul style="list-style-type: none"> <li>• Leadership Meeting agendas</li> </ul>
The CHS principal meets with the superintendent monthly or as necessary in individual meetings to discuss issues pertaining to CHS.	<ul style="list-style-type: none"> <li>• Calendar</li> </ul>
The CHS principal meets with the Director of Personnel and Student Services once per month to clarify issues pertaining to students and staff at CHS.	<ul style="list-style-type: none"> <li>• Calendar</li> </ul>
Department Heads meet with the principal at least once per month to discuss policies, clarify issues, and develop Professional Learning Communities. Once policies have been reviewed and adopted, they are made public with the expectation that they will be implemented.	<ul style="list-style-type: none"> <li>• Department Head Meeting agendas and minutes</li> </ul>

**Board's Evaluation/Monitoring Procedures**

<b>Findings</b>	<b>Supporting Evidence</b>
The Governing Board reviews and approves the CHS Single Plan for Student Achievement and the CHS Safety Plan on a yearly basis.	<ul style="list-style-type: none"> <li>• Board Meeting minutes</li> </ul>
The Governing Board participates in a discussion of CST and API scores on a yearly basis as well as keeps abreast of current events and activities on the CHS campus. This discussion takes place at one or more board meetings and is led by the district academic coach. Any questions, comments, or suggestions are relayed back to the site. The Principal attends all board meetings.	<ul style="list-style-type: none"> <li>• Board Meeting minutes and reports</li> </ul>



**Complaint and Conflict Resolution Procedures**

<b>Findings</b>	<b>Supporting Evidence</b>
The Governing Board has a clearly defined complaint procedure that is utilized for all complaints on the CHS campus. This complaint procedure is also found in the CUTA collective bargaining agreement. The information is provided to the community by an administrator or a classified employee in the office. An administrator tracks and records findings and progress until resolution occurs. Information is provided to those involved.	<ul style="list-style-type: none"> <li>• CJUSD/CHS Complaint Procedure Document</li> <li>• CUTA Contract</li> </ul>

**A3. Leadership and Staff Criterion**

**Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards. The school leadership and staff annually monitor and refine the Single Plan for Student Achievement based on analysis of data to ensure alignment with student needs.**

**Broad-Based and Collaborative**

<b>Findings</b>	<b>Supporting Evidence</b>
CHS utilizes staff meetings, School Site Council meetings, Booster Club meetings and Survey Monkey to develop the Single Plan for Student Achievement and to communicate information to all stakeholders. The SPSA is updated yearly. In addition, reports are given to the Governing Board on a regular basis. Meeting dates and times are communicated through the auto-dialer, website, Facebook, and agendas are posted at least seventy-two hours in advance.	<ul style="list-style-type: none"> <li>• Meeting minutes</li> </ul>
Based on needs discovered in the data, intervention courses including: Foundations for English 9/10, Success Strategies 9/10, Math Lab, and Credit Recovery were developed. We looked at the data, student by student, for declining enrollment over a three year period and determined that the main reason students were leaving Center High School was because students were credit deficient due to failing grades. Further analysis of the data showed that ninth grade students failing their math and English classes were most likely to leave the school by the middle of the sophomore year. English staff developed foundational curriculum for the Foundations for English, the Math department adopted the ALEKS program for Math Lab, and Credit Recovery is based upon the Odyssey program. Each class was approved by the Board.	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Meeting minutes</li> </ul>

<p>Project Lead the Way Bio Medical and Engineering Programs were brought to CHS in 2012-2013 as a result of looking at the data for declining enrollment. These courses were put in place due to the large number of inter-district transfers to the Project Lead The Way programs at neighboring Antelope High School. The CHS principal and two teachers visited Antelope High School and interviewed the Antelope principal and two PLTW teachers and determined that Antelope High School was currently running twenty-two sections of PLTW courses and still turning students away from the program due to lack of capacity. Upon observation of some of these classes we confirmed that many of those students were on inter-district transfers. We also held a parent/student information night at CHS to determine the interest level. The meeting was standing room only due to the strong interest in the program. In the first year of implementation on the CHS campus, three sections of Bio Medical and three sections of Engineering have been filled.</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Teacher interviews</li> </ul>
<p>AP English Literature and Composition and AP Psychology were both added to the master schedule this school year based on an analysis of student needs. The analysis was based upon the high number of eleventh grade students taking honors English and APUSH. These AP level students were seeking more AP options and it formed a natural bridge to the twelfth grade AP English class already offered. AP Psychology was created upon the suggestion of individual students and a teacher was already teaching regular psychology and eager to face the challenge. These additional courses are the most rigorous in their subject areas addressing critical thinking, quality producing, and self-directed learning and help them to reach their unique potential.</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• College Board Recommendations</li> </ul>

### Correlation between All Resources, ESLRs and Plan

Findings	Supporting Evidence
Two sections of AP English Language and Composition and one section of AP Psychology were both added to the master schedule this school year based on an analysis of student needs.	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Course Catalog</li> </ul>
Three sections of Project Lead the Way Biomedical Sciences	<ul style="list-style-type: none"> <li>• Master Schedule</li> </ul>

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were added to the master schedule in 2012-2013.	<ul style="list-style-type: none"> <li>• Course Catalog</li> </ul>
Three sections of Project Lead the Way Engineering were added to the master schedule in 2012-2013.	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Course Catalog</li> </ul>
Two sections of Credit Recovery, including one during 7 <sup>th</sup> period, were added to the master schedule in 2011-2012 and 2012-2013.	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Course Catalog</li> </ul>
Two sections of Math Lab (Academic Enrichment) were added to the master schedule between 2011 and 2013.	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Course Catalog</li> </ul>
Three sections of Success Strategies were added to the master schedule between 2011 and 2013.	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Course Catalog</li> </ul>
Four sections of Foundations of English 9/10 were added to the master schedule between 2011 and 2013.	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Course Catalog</li> </ul>
A CAHSEE prep class was added for both special education and regular education students in 2010.	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Course Catalog</li> </ul>
A 7 <sup>th</sup> period Credit Recovery/tutoring class was added to the master schedule in 2012-2013.	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Course Catalog</li> </ul>
New textbooks were purchased in 2012-2013 for Psychology, AP Psychology, AP English Language and Composition, AP Biology, AP US History, and Pre-Algebra Skills.	<ul style="list-style-type: none"> <li>• Purchase orders</li> <li>• Classrooms</li> </ul>
Most Mondays are on an early-out schedule to provide for collaboration time for departments.	<ul style="list-style-type: none"> <li>• Calendar</li> <li>• Meeting minutes</li> </ul>
Due to the economic slump and reduced funding from the State, layoffs occurred which increased class sizes over the past three years.	<ul style="list-style-type: none"> <li>• Aeries Reports</li> </ul>
Despite State funding reductions, the API rose in 2011-2012.	<ul style="list-style-type: none"> <li>• Dataquest</li> </ul>
Both Honors sections of eleventh grade English were replaced by AP Language and Composition, one section of psychology was replaced by AP Psychology. Declining enrollment allowed instructors to shift to intervention, AP, and support classes in order to help stem the decline in enrollment and retain students at Center High School. Foods, fashion design, and Spanish classes were eliminated due to staff retirements.	<ul style="list-style-type: none"> <li>• Master Schedule Matrix</li> <li>• Course Catalogue</li> </ul>

**A4. Leadership and Staff Criterion**

**A qualified staff facilitates achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development.**

**Qualifications of Staff and Maximum Use of Staff Expertise**

<b>Findings</b>	<b>Supporting Evidence</b>
In 2010-2011, the CJSUD went through a credential audit and evaluation by the Sacramento County Office of Education (SCOE). This audit found that all CHS teachers are appropriately placed based on their current credentials. When hiring resumes, the personnel department will require that all new hires be appropriately credentialed and NCLB compliant.	<ul style="list-style-type: none"> <li>• Audit findings</li> <li>• Personnel Policy</li> </ul>
The SCOE audit found that 15 CHS teachers needed to complete the CTEL requirement. All 15 teachers developed a plan to complete CTEL credentialing by the end of the 2012-2013 school year. Progress update to be included in Appendix	<ul style="list-style-type: none"> <li>• Individual plans in personnel files</li> </ul>
The district office has conducted an audit and found that all CHS teachers meet highly qualified status as set forth by the No Child Left Behind legislation.	<ul style="list-style-type: none"> <li>• Personnel records</li> </ul>

**Defining and Understanding Practices/Relationships**

<b>Findings</b>	<b>Supporting Evidence</b>
A revised Staff Handbook was developed in 2011-2012. This handbook will be revised as needed to meet current needs and to include changed policies. A New Teacher Handbook was also developed the same year and will be revised when needed.	<ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• New Teacher Handbook</li> </ul>
Many policies and procedures have been reviewed and revised over the past three years and are included in the Staff Handbook and Cougar Planner. These include tardy and attendance, partial credit, course changes, homework, suspensions and missed work, classroom interruptions, report cards, senior finals, PE and doctor's notes, Academic Dishonesty, and Senior Contract. All students receive a Cougar Planner at the beginning of the year. Four days of Advocacy Class are devoted to reviewing and teaching the planner and school rules. All students are tested in school policies. Passage with 100% is required. The Behavior Plan is signed by all parents at the beginning of the year.	<ul style="list-style-type: none"> <li>• Cougar Planner</li> <li>• Staff Handbook</li> <li>• Cougar Planner Test</li> <li>• Behavior Plan Handout</li> </ul>

## Center High School WASC/CDE Self-Study Report

The Core Values were developed by the staff in 2010-2011 to assist in decision making. The Core Values are included in every email from the principal. The principal has them on his desk for reference, and they are posted in all classrooms. We recognize them as essential to our decision making.	<ul style="list-style-type: none"> <li>• 5 Year Strategic Plan</li> <li>• Cougar Planner</li> <li>• Staff Handbook</li> <li>• Core Values Poster</li> </ul>
A full-time School Resource Police officer (SRO) is housed at Center High School. The SRO assists in keeping the campus safe for staff and students.	<ul style="list-style-type: none"> <li>• SRO Office</li> </ul>

### Internal Communication and Planning

Findings	Supporting Evidence
The principal sends out a Morning Update email most mornings to all staff in order to communicate daily events, important dates, revised policies, etc.	<ul style="list-style-type: none"> <li>• Morning Update Email Archive</li> </ul>
An assistant principal sends out an email on a weekly basis to all students, parents, and staff which includes important information for the coming week and month. Every student has access from home or at school from site computers. Cougar Connection is monthly. Auto dialer is used to communicate important events. Paper copy is available upon request.	<ul style="list-style-type: none"> <li>• Weekly Update Email Archive</li> <li>• Cougar Connection</li> </ul>
Weekly department meetings are held.	<ul style="list-style-type: none"> <li>• Meeting agendas and notes</li> </ul>
Weekly activities and athletics meetings are held with administrative staff and the Athletic Director and Activities Director.	<ul style="list-style-type: none"> <li>• Meeting agendas and notes</li> </ul>
A monthly classified meeting is held.	<ul style="list-style-type: none"> <li>• Meeting agendas and notes</li> </ul>
The CUTA Union Presidents and principal touch base on a daily basis. The CUTA president is on site, has fifth and sixth period for prep and release time.	<ul style="list-style-type: none"> <li>• Interview of CUTA Union President and Principal</li> </ul>

### Evaluation of Existing Processes

Findings	Supporting Evidence
Regular classroom observations are completed by administrative staff, the district academic coach, Governing Board members, and the superintendent to verify what is going on in classrooms and then discuss solutions to problem areas. In addition, the following test scores and data are analyzed to determine the effectiveness of the programs at Center High School:	<ul style="list-style-type: none"> <li>• Morning Update Email Archive</li> <li>• Calendars</li> <li>• Interviews</li> </ul>

<ul style="list-style-type: none"> <li>• API</li> <li>• CST</li> <li>• CAPA</li> <li>• CAHSEE</li> <li>• EAP</li> <li>• AYP</li> <li>• Similar School Rankings</li> <li>• SAT</li> <li>• ACT</li> <li>• AP</li> <li>• Healthy Kids Survey</li> <li>• School surveys</li> <li>• Grade Mark Distributions</li> <li>• District Writing Assessment</li> <li>• Graduation rate</li> <li>• Williams Complaint Data</li> <li>• Safety Survey</li> </ul>	
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#### **A5. Leadership and Staff Criterion**

**Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Teaching staff have participated in the following professional development activities over the past three years:</p> <ol style="list-style-type: none"> <li>1. California Partnership Academy Lighthouse Training</li> <li>2. AP English Language and Literature Training</li> <li>3. AP Psychology Training</li> <li>4. CLTA Foreign Language Teacher Training</li> <li>5. Project Lead the Way Bio Medical Sciences Summer Institute</li> <li>6. Project Lead the Way Engineering Summer Institute</li> <li>7. 10 hours of High Quality First Instruction Training presented by the Sacramento County Office of Education.</li> <li>8. Emergency Preparedness Training via the Emergency Management Institute division of FEMA.</li> <li>9. Common Core Mathematics Training</li> <li>10. Common Core English Training</li> <li>11. AVID Summer Institute</li> </ol>	<ul style="list-style-type: none"> <li>• Purchase orders</li> <li>• Interviews with teachers</li> <li>• Curriculum materials</li> </ul>

<p>12. Why Try? Training</p> <p>13. Ford PAS Institute</p> <p>Project Lead The Way and AP training were necessary to develop these programs. The foreign language staff determined that CLTA foreign language training would allow them to follow the effective instructional sequence in their teaching. High Quality First Instruction training was the result of our district going into Program Improvement. Emergency Preparedness was a requirement to be involved in the Consortium Safety grant. Common Core training in English and Math was to allow the core teachers to become familiar with the revised curriculum. The AVID summer institute is required to get AVID certification. Why Try training was to assist our intervention teachers to develop appropriate intervention curriculum. Ford PAS, Project Lead The Way, and Lighthouse training all assisted in bring additional resources to Center High School.</p> <p>All of these trainings targeted our efforts to retain students at Center High School and to attract new students from within and outside the district.</p>	
<p>The district provides two district-wide staff in-service days per year. The district-level academic coach determines what professional development opportunities are offered.</p>	<ul style="list-style-type: none"> <li>• Meeting agenda</li> <li>• Course selections</li> </ul>

### Supervision and Evaluation

Findings	Supporting Evidence
<p>Classified staff is evaluated on a yearly basis. The evaluation process includes both areas of strengths and those that need to be worked on for the following year. Goals are set with the staff person and evaluator for the next calendar year</p>	<ul style="list-style-type: none"> <li>• Personnel documents</li> </ul>
<p>Certificated staff has moved to three-year evaluation cycle. Therefore, one third of the teaching staff is evaluated each year. Certificated evaluations include a section for a plan for improvement. In this narrative section, areas of needed growth are determined and discussed. These become the goal for the following school year.</p>	<ul style="list-style-type: none"> <li>• Personnel documents</li> </ul>
<p>Classroom observations are conducted on a regular basis by administrative staff, the district academic coach, and SCOE personnel, and feedback to teachers is provided.</p>	<ul style="list-style-type: none"> <li>• Feedback forms</li> <li>• Calendar</li> </ul>

**Measurable Effect of Professional Development**

<b>Findings</b>	<b>Supporting Evidence</b>
CST, CAHSEE, CAPA, and summative and formative assessment data is reviewed on a regular basis to determine continuing areas of need.	<ul style="list-style-type: none"> <li>• Multiple Measures software</li> <li>• SARC</li> <li>• SPSA</li> <li>• Meeting notes</li> </ul>

**A6. Resources Criterion**

**The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?**

**Allocation Decisions**

<b>Findings</b>	<b>Supporting Evidence</b>
Financial resources are designated to CHS by the district office based on ADA. The principal then designates money per subject area section based on a formula developed by the department heads.	<ul style="list-style-type: none"> <li>• Budget documents</li> <li>• Department head meeting minutes</li> </ul>
The past three years have seen budget freezes and cutbacks due to reductions in funding by the State.	
Even with limited resources, CHS has been able to increase the number of intervention courses (Success Strategies, Academic Enrichment, Foundations for English 9/10, Credit Recovery, and CAHSEE Preparation) over the past three years. We looked at the data, student by student, for declining enrollment over a three year period and determined that the main reason students were leaving Center High School was because students were credit deficient due to failing grades. Further analysis of the data showed that ninth grade students failing their math and English classes were most likely to leave the school by the middle of the sophomore year.	<ul style="list-style-type: none"> <li>• Master Schedule matrix</li> </ul>
Though staff has decreased with the recession, the API rose in 2011-2012. Center High is an AP Honor Roll School for the first time this year. The decline in enrollment has decreased and the number of inter-district transfers into CHS has increased. Also, the number of inter-district transfers to other schools has decreased.	<ul style="list-style-type: none"> <li>• Dataquest</li> <li>• SARC</li> </ul>



**Best Business Practices**

<b>Findings</b>	<b>Supporting Evidence</b>
The district and site participate in yearly financial audits conducted by outside auditors. This past year, the auditors had no findings.	<ul style="list-style-type: none"> <li>• Board meeting notes</li> <li>• Auditor's report</li> </ul>
The principal, Activities Director, ASB Bookkeeper, and Director of Business Services for the district meet once per month to discuss and incorporate Best Business Practices with ASB accounts.	<ul style="list-style-type: none"> <li>• Meeting agendas and notes</li> </ul>
ASB accounts are audited on a yearly basis by an independent auditor. This past year, there were no negative findings by the auditors.	<ul style="list-style-type: none"> <li>• Auditor's notes</li> </ul>
	<ul style="list-style-type: none"> <li>• Grant documentation</li> <li>• The budget</li> </ul>

**Facilities**

<b>Findings</b>	<b>Supporting Evidence</b>
The facilities are safe and functional although not the most aesthetically pleasing.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Work orders</li> </ul>
A new \$14 million dollar stadium complex was constructed in 2009 which is utilized by both physical education classes and athletics.	
The baseball complex was completed in 2011 which is used for both physical education classes and athletics.	
A softball complex was completed in 2009 which is used for both physical education courses and athletics.	
The parking lots were repaved and relined in 2010.	
Security cameras were installed on the new stadium in 2009.	
Classroom doors were repainted in 2011.	
The school is scheduled to be repainted in the summer of 2013.	
Some classrooms and the Staff Lounge received new carpet in 2009.	
New landscaping was completed in the front and side of the school in 2012.	

**Instructional Materials and Equipment**

<b>Findings</b>	<b>Supporting Evidence</b>
Numerous overhead computer projectors have been installed in classrooms in the last three years.	<ul style="list-style-type: none"> <li>• Work and purchase orders</li> <li>• Visual inspection</li> <li>• Teacher interviews</li> </ul>

• Purchase Orders	New textbooks were purchased in 2012-2013 for Psychology, AP Psychology, AP English Language and Composition, AP Biology, AP US History, and Pre-Algebra Skills.
• Board Meeting minutes	No Williams Complaint Violations have been reported since the inception of the Williams Complaint Act for Center High School.
• Purchase orders	A new computer lab was purchased and installed in Room 300 for the PLTW Engineering classes and Credit Recovery Classes.
• See room 905/906	A new computer lab in room 905/906 was set up in 2012 to accommodate English and Social Studies classes.
	A new computer lab was set up in room 206 to accommodate PLTW Bio Medical Sciences courses.
• Budget • Department Head Meeting minutes	Each department is given a budget for supplies and materials based on the number of sections being taught and departments decide how it is spent.
• Purchase orders	\$80,000 grant was provided by SCOE for PLTW supplies and materials. The money has been spent on necessary items.
	110 computers were donated by a local engineering firm in 2013. These computers are all three-years old or newer and will be distributed throughout the campus.

**Acquiring Well-Qualified Staff**

<b>Findings</b>	Due to recent budget cuts, only one new teacher has been hired in the past three years.
<b>Supporting Evidence</b>	

**Long-Range Planning**

<b>Findings</b>	In 2010-2011, a 5 Year Strategic Plan was established to guide decision making. The plan was developed by all stakeholders and is used as a blueprint for the principal to determine staffing and resources. The principal worked through department heads and their departments, on-line surveys, and review of data to determine critical needs, and reviewed the Mission Statement to determine Core Values. Agreement was reached that declining enrollment and future turnover of staff due to retirement required a focus on building programs and staff. The plan was incorporated into the Single Plan for Student Achievement the same year.
<b>Supporting Evidence</b>	<ul style="list-style-type: none"> <li>• SPSA</li> <li>• 5 Year Strategic Plan</li> </ul>

**WASC Category A. Organization: Vision and Purpose, Governance,  
Leadership and Staff, and Resources:  
Strengths and Growth Needs**

**Category A: Organization: Vision and Purpose, Governance, Leadership and  
Staff, and Resources: Areas of Strength**

- A highly-qualified and experienced staff who are dedicated to high levels of academic rigor and student achievement across the curriculum.
- Experienced teachers willing to develop intervention classes for struggling students. The district is committed to supporting this endeavor indefinitely.
- \$80,000 in granted funding acquired through the Sacramento Office of Education to increase course offerings at Center High School. SCOE has committed to resources for the full implementation of the Project Lead The Way Curriculum.
- Development of a 5 Year Strategic Plan to address the issues of declining enrollment and the imminent turnover of staff due to retirement. See the appendix.
- After 5 principals in a four year period, the principal has remained permanent for the past three and one-half years, providing continuity. The principal's goals have aligned with changes necessary to school improvement, and he has been supported by the District.
- The current superintendent has a better relationship with CHS than the previous superintendent. The current principal and superintendent come from inside the district and agree on goals and visions. A staff survey indicates the improved relationship. The current Director of Personnel and Student Services has built a better relationship with CHS than the previous director.
- A new assistant principal was hired in 2012-2013 has brought ideas and experience from outside the district that harmonize with the goals of Center High School.

<b>Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth</b>
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1. Need to reduce class sizes.
2. Need to incorporate more electives into the master schedule.
3. Need to increase counseling staff from 2 to 3.
4. Need to increase stakeholder (students, parents, staff, and community) communication and involvement in decision- making process.
5. Need to incorporate more interventions in the core areas of Social Studies and Science.
6. Need to spend deferred maintenance money on the campus to make it more aesthetically pleasing.
7. Need to increase professional development opportunities.
8. Need to develop a process to utilize all of our stakeholders on how to prioritize the use of new resources in the coming years.
9. Need to reduce the number of student aides.

**Category B: Standards-based Student Learning: Curriculum****B1. Curriculum Criterion**

Findings	Supporting Evidence
<p>PLTW (Project Lead the Way) programs in Engineering and Biomedical Science were implemented in the 2012-2013 school year. PLTW keeps statistics on programs and shows dramatic increases of the number of students within these programs going into four-year programs in their respective fields and successfully completing those courses. Both new courses are A-G approved. Course instructors are required to attend an intensive two-week training during the summer to be qualified to teach the course.</p>	<ul style="list-style-type: none"> <li>• PLTW Brochures</li> <li>• <a href="http://www.pltw.org">www.pltw.org</a></li> </ul>
<p>The AVID program added a second class for the 2012-2013 school year and is now available to all grade levels. AVID curriculum was designed by both high school teachers and college professors.</p> <p>National and International Statistics show it is an extremely effective program. Students who have had at least two years of AVID in the district have higher attendance rates, pass the CAHSEE at higher rates, and have higher graduation and A-G eligibility rates than the general population. AVID students keep individual four year plans showing students are taking rigorous classes.</p> <p>AVID curriculum is designed and updated by both high school teachers and college professors.</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.avidonline.org">www.avidonline.org</a></li> <li>• CDE website</li> <li>• AVID CSS (Completed Self-study)</li> <li>• AVID data form</li> <li>• Senior survey</li> <li>• AVID Portfolio</li> <li>• AVID presentation to School Board re: Site Data</li> <li>• AVID Curriculum</li> </ul>
<p>Center High School is preparing to implement Common Core Standards in all departments. Representatives from math and English departments have attended multiple trainings at the Sacramento County Office of Education, and many departments have been discussing implementation in regular department meetings.</p>	<ul style="list-style-type: none"> <li>• Math and English have attendance at county office, department and district meetings for Common Core.</li> </ul>
<p>The entire Center High School staff participated in an extensive High Quality First Instruction program presented by representatives from the Sacramento County Office of Education. Teachers were given instruction in best practices in five two to three-hour sessions. Instruction included classroom walk-throughs by county and district officials with feedback from the instructor.</p>	<ul style="list-style-type: none"> <li>• Roll sheets from 5 workshop sessions and walk-throughs</li> </ul>

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Professional learning communities-designed by utilizing data to collaborate, share and analyze best practices. Teachers meet regularly by department and/or course, Common preps for MCA, Avid site team meetings.	<ul style="list-style-type: none"> <li>• Meeting minutes/agenda</li> <li>• Department chairs in-service</li> </ul>
Marzano academic vocabulary standards were developed district-wide in 2011. District academic coaches provided guidance and meetings to determine appropriate common vocabulary within core disciplines that best reflect individual school needs while still adhering to district-wide standards.	<ul style="list-style-type: none"> <li>• District Marzano Vocabulary</li> </ul>
The English Department uses the EAP (Early Assessment Program) and CSU-developed model for writing rubrics and assessment within the classroom and in the yearly District Writing Assessment done by each student annually. All juniors participate in the EAP Assessments in Math and English Language Arts.	<ul style="list-style-type: none"> <li>• CSU Mentor website</li> </ul>
MCA: Attendance and graduation rates improve. CST scores improve in all disciplines. Small learning community model—school within a school.	<ul style="list-style-type: none"> <li>• <a href="http://www.CPA.gov">www.CPA.gov</a></li> <li>• CST scores</li> <li>• Attendance records</li> </ul>
Intervention and support courses: English 9 <sup>th</sup> and 10 <sup>th</sup> grade, smaller class sizes. Academic enrichment in Algebra 1 using interactive software shadowed with their regular math class. CAHSEE and success skills classes.	<ul style="list-style-type: none"> <li>• ALEKS software</li> <li>• CST scores</li> <li>• ODYSSEYWARE</li> </ul>
In general, teachers and administrators at Center High School strive to keep up with best practices in their disciplines, whether that discipline is core, CTE, VPA, special education, or other type of curriculum. All departments hold meetings on best practices and teachers attend conferences.	<ul style="list-style-type: none"> <li>• Meeting agendas</li> <li>• Walk-throughs</li> <li>• District supported meeting, Staff meeting notes, Conference notes and handouts, summer institutes</li> <li>• Conferences, district meetings</li> <li>• Collaboration between departments</li> <li>• Training/conferences, PLC collaboration</li> </ul>

**Academic Standards for Each Area**

<b>Findings</b>	<b>Supporting Evidence</b>
All Center High School Students are enrolled in coursework that is standards-based and designed to master content standards. Standards are based on State frameworks at the core level to high-level national organization standards in courses such as PLTW, 911 Dispatcher, AVID, and MCA elective courses.	<ul style="list-style-type: none"> <li>• California Content Standards</li> <li>• California Frameworks</li> <li>• <a href="http://www.avidonline.org">www.avidonline.org</a></li> <li>• <a href="http://www.pltw.org">www.pltw.org</a></li> <li>• 911 dispatcher brochure</li> </ul>
Almost all courses have developed curriculum Planned Course Statements that indicate the curriculum and the standards used in the coursework.	<ul style="list-style-type: none"> <li>• Department Planned Course statements</li> </ul>
Most departments have common course outlines/syllabi and common assessments aligned to the standards.	<ul style="list-style-type: none"> <li>• Course Syllabi</li> <li>• Collaboration meeting notes</li> </ul>
AP Courses—Expanded courses as well as number of sections offered. Participation rate as well as passage rate has increased.	<ul style="list-style-type: none"> <li>• AP Honor Roll Award</li> <li>• Master Schedule</li> </ul>
New CTE Frameworks are being implemented in coursework such as PLTW courses, Career Technical Education, Construction Technology.	<ul style="list-style-type: none"> <li>• Course Catalog</li> <li>• Course Syllabi</li> </ul>
All regular core classes meet A to G standards, and several CTE and other elective courses meet A to G requirements. Among those courses are PLTW courses and Computer Graphics, Digital Audio, Advanced Publications, Advanced Broadcast, Dance for Performing Arts.	<ul style="list-style-type: none"> <li>• Course Catalog</li> <li>• UC Doorways Website</li> <li>• Standards-based Textbooks</li> </ul>

**Congruence**

<b>Findings</b>	<b>Supporting Evidence</b>
Instruction includes the assigning, modeling, monitoring, facilitating, and assessing of the following student learning experiences:	<ul style="list-style-type: none"> <li>• Team projects and assignments indicate productive interaction among students.</li> </ul>

## Center High School WASC/CDE Self-Study Report

<ul style="list-style-type: none"> <li>• <u>Self-directed learner:</u> <ul style="list-style-type: none"> <li>• Student collaboration in study teams.</li> <li>• Instructor-assigned projects.</li> <li>• Student-generated research/projects.</li> <li>• Honors and AP course work.</li> <li>• Students are able to select courses in various programs and disciplines.</li> <li>• A connection is made between curriculum and real world problem solving.</li> </ul> </li> <li>• <u>Effective Communicator:</u> <ul style="list-style-type: none"> <li>• Students are expected to be able to write clearly to a thematic topic.</li> <li>• Students are expected to make oral presentations and arguments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Academic teams have assigned jobs for individual students.</li> <li>• Daily assessment quizzes /grades support participation and provide timely feedback.</li> <li>• Examples of student work and projects demonstrate achievement.</li> <li>• EAOP participation data</li> <li>• AP teachers submit an approved syllabus</li> <li>• Center Scholars program promotes a school wide academic culture of achievement.</li> <li>• Electives are offered to students.</li> <li>• MCA Academy can provide documents, data, and student projects.</li> <li>• Project Lead The Way can provide documents, data, and student projects.</li> <li>• AVID Tutorials, SLCs</li> <li>• Student essays and journal writings are evidence.</li> <li>• Oral presentations can be observed.</li> <li>• MCA projects are evident.</li> </ul>
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<ul style="list-style-type: none"> <li>• <u>Critical Thinker:</u>  <ul style="list-style-type: none"> <li>• Students are expected to respond to the curriculum by organizing concepts to analyze and solve problems.</li> </ul> </li> <li>• Students can use a variety of strategies and technologies in their studies.</li> <li>• <u>Quality Producer:</u></li> <li>• Students are able to demonstrate understanding by producing work meeting or exceeding established standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning, writing, and presentations are done within math classes.</li> <li>• Standards testing results</li> <li>• Extracurricular clubs have student presentations: FBLA competitions, Student Leadership, etc.</li> <li>• AVID Socratic Seminars and Philosophical Chairs</li> <li>• Homework and class work is evidence of independent practice.</li> <li>• Bio Ethics lab work</li> <li>• Science Labs</li> <li>• Rhetorical Devices units and assignments</li> <li>• Foreign Language- no "I don't know" answers</li> <li>• Deductive/Inductive reasoning: Math classes</li> <li>• Student speeches and debate.</li> <li>• Students utilize simulations to solve problems and observe patterns in data used in analysis.</li> <li>• Labs and write ups in science</li> <li>• Cross-Curricular projects are</li> </ul>
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<ul style="list-style-type: none"> <li>• <u>Responsible Citizen:</u></li> <li>• Students participate in the school community and are supportive of the learning environment.</li> </ul>	<p>used to connect disciplines in math and science as well as English and social studies.</p> <ul style="list-style-type: none"> <li>• Technology is used in many courses.</li> <li>• Student-generated websites and programs</li> <li>• Students' use of software in classes</li> <li>• Teachers maintain consistency in establishing rules and expectations for students: meetings are used to establish common expectations.</li> <li>• Students receive a syllabus from each teacher.</li> <li>• The staff on campus models behaviors supporting the learning environment.</li> <li>• Advocacy class is used to provide information to the students.</li> </ul>
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### Student Work — Engagement in Learning

Findings	Supporting Evidence
<p>On a daily basis, students are engaged in in-depth standards-based curriculum that focuses on creating independent thinkers and creative communicators. Students are involved in a variety of standards-based activities that build upon prior knowledge. Most teachers and students use technology on a daily basis as an academic resource as well as a tool for communication and effective presentations that promote student engagement and</p>	<ul style="list-style-type: none"> <li>• MCA, music, dance, open house showcase, plays, poetry out loud, FBLA competition, AVID portfolio, College I-Search, Consumer Finance Senior portfolio, C-TV, Yearbook, Blue &amp; Gold</li> </ul>

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critical thinking.	newspaper, Science Labs, World Languages

### Accessibility of All Students to Curriculum

Findings	Supporting Evidence
All students have access to a rigorous academic curriculum aligned with the state and/or national standards that allow them to meet the graduation requirements, college entrance requirements, and provide them with career-related technical skills.	<ul style="list-style-type: none"> <li>• Career Tech Ed, Planned Course Statements, Course Selection Forms</li> </ul>
Least restrictive environment--Students with special needs are supported in a variety of ways to provide them access to a high- quality curriculum. A special education teacher co-teaches with a math teacher within a regular education classroom. This special education teacher provides modifications and academic support for her students. Most teachers differentiate within their lessons to meet the needs of special-needs students. Students with an IEP have access to a learning center staffed by a credentialed special education teacher and an aide.	<ul style="list-style-type: none"> <li>• Modified PE, Individualized Education Plans (IEPs), 504s, accommodations/ modifications, Student Study Team meetings</li> </ul>
The school has an open access policy for AP classes, providing that students have met prerequisites.	<ul style="list-style-type: none"> <li>• Course catalog</li> </ul>

### Integration among Disciplines

Findings	Supporting Evidence
<p>In general, integration among disciplines takes place on an informal basis. Teachers work individually and in academies to integrate cross-curricular concepts and skills into their lessons.</p> <p>For example, academic vocabulary is used across disciplines. Cornell note-taking, an AVID strategy, is used in many content areas. Language Arts and Social Science teachers work together to share lessons plans and information as well as to adapt essays, projects and assignments for our Humanities program.</p> <p>PLTW Engineering and Biomedical programs incorporate numerous math and science concepts, while mathematics</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Research Paper</li> <li>• Project Rubrics</li> <li>• Marzano In-service</li> <li>• Humanities assignments</li> <li>• Assignments</li> </ul>

<p>courses utilize "Big Problem" projects that coordinate with PLTW units such as forensics.</p> <p>The MCA academy program takes an integrated approach to all the subjects. Special Education teachers use modified general education curriculum to drive its curriculum development. Significant professional development has occurred in anticipation of the approaching Common Core. Teachers are beginning to plan lessons that require students to think in complex ways and to apply their knowledge and skills across disciplines. Tenth-grade honors courses have integrated units that are co-taught by both instructors.</p>	<ul style="list-style-type: none"> <li>• AVID curriculum / Data</li> <li>• Planned Course Statements</li> <li>• MCA Documents</li> <li>• Classroom Observations</li> <li>• Student Work Analysis</li> <li>• Student videos about biological research</li> </ul>
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### **Curricular Development, Evaluation, and Revisions**

<b>Findings</b>	<b>Supporting Evidence</b>
All departments meet at least once a month for department meetings. Curricular issues, grading policies, and critical areas of need are frequently discussed at these meetings.	<ul style="list-style-type: none"> <li>• Meeting minutes</li> </ul>
Teachers have been asked to submit course syllabi to site administration for review. Individual teachers determine grading policies, although there is some uniformity across departments.	<ul style="list-style-type: none"> <li>• Course syllabi</li> </ul>
Each year departments work to update the course catalog. Departments revise course descriptions, including an overview of course content and course outcomes. Proposed courses are also submitted, and go through a review process.	<ul style="list-style-type: none"> <li>• Course Catalog</li> </ul>

### **Policies-Rigorous, Relevant, Coherent Curriculum**

<b>Findings</b>	<b>Supporting Evidence</b>
Students push themselves to excel when they are provided with multiple levels of academic rigor.	<ul style="list-style-type: none"> <li>• AP and Honors course listings and syllabi</li> </ul>
Regardless of the path CHS students choose, all classes offer standards-based curriculum that focus on academics and helping students achieve the school's mission.	<ul style="list-style-type: none"> <li>• Academic Decathlon</li> </ul>

<p>Departments spend time reviewing their curriculum to better understand its rigor, relevancy, and coherence in relation to state standards. This is done by reviewing STAR and other assessment data. The cluster scores for each CST test were examined and modifications were made to the sequence of concepts achieving on the standards.</p> <p>As a result of examining the curriculum, CHS has created sections of 9<sup>th</sup> and 10<sup>th</sup> grade Intervention English and a section of Algebra 1. The Algebra 1 course is co-taught by a general education teacher and a special education teacher to support students in need in these important foundational courses. Success in these courses is necessary for students to be able to access the remainder of the CHS curriculum. In addition, courses in Success Strategies and Academic Enrichment further help students to be successful.</p> <p>Center High has also created the following new challenging and relevant courses: Project Lead The Way Engineering, Principles of Biomedical Science, and a 911 dispatch course. Also we continue to increase our AP offering by introducing AP Psychology and AP Language and Composition.</p> <p>Assessments are used to assist the faculty with recommendations of placement for students in classes so that they are placed at the appropriate level of rigor-either for advancement or leveling down.</p>	<ul style="list-style-type: none"> <li>• PLTW</li> <li>• 911 ID</li> <li>• description handbook</li> <li>• CST Scores</li> <li>• Planned course statements</li> <li>• College admissions rates</li> <li>• Career center</li> <li>• Department meeting agendas</li> <li>• Assessment data per department and class level</li> </ul>
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### Articulation and Follow-up Studies

Findings	Supporting Evidence
Math and English teachers have articulated several times during the year with our partner middle school during district sponsored workshops on "Power Standards" and Common Core standards. Middle school math teachers have come to CHS to observe teachers and to articulate coursework. Some of our math teachers have visited our middle school as well.	<ul style="list-style-type: none"> <li>• Sub service records</li> <li>• District calendar</li> </ul>
CHS administration and the guidance office works with Wilson Riles Middle Schools to facilitate the spring programming of all incoming 8th grade students. A Freshman Orientation night is held for parents and students to learn about curriculum, special academic programs, activities, sports, and school services. In late summer, students from Wilson Riles Middle School are partnered with CHS Link Crew Students. Link	<ul style="list-style-type: none"> <li>• Link Crew roster</li> <li>• Announcements</li> <li>• Activities</li> <li>• Other Documentation</li> </ul>

Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience.	
Students in PLTW Engineering who earn an A or B receive credit from American River College through articulation. 17 students received credit in 2012 (through a similar drafting course now replaced with PLTW) and 45 students are projected to receive credit in 2013.	<ul style="list-style-type: none"> <li>• ARC Articulation Records at <a href="http://www.arc.losrios.edu/Programs_of_Study/Technical_Education/Design_Technology/D_T_Program_Articulation.htm">http://www.arc.losrios.edu/Programs_of_Study/Technical_Education/Design_Technology/D_T_Program_Articulation.htm</a></li> </ul>
<p>All of the music courses, Choir, Band, Guitar, and Music Today, fulfill "F" requirements, and are articulated with the local Community College for college credit.</p> <p>Additionally, an articulation agreement is in place with American River College. Courses that are articulated are PLTW Engineering and PLTW Introduction to Biomedical Sciences.</p>	<ul style="list-style-type: none"> <li>• Articulation agreement</li> </ul>
<p>Center High's AVID program recruits from the feeder middle school.</p> <p>Coordinators of the High School and Middle School programs meet regularly to discuss program continuity, data, and support.</p>	<ul style="list-style-type: none"> <li>• AVID recruitment documents</li> <li>• Coordinator meetings</li> <li>• SCOE / AVID workshops</li> </ul>
Center High hosts representatives from businesses and many colleges and universities whose admission and human resources representatives meet with high school students during our Career and College day. This event is very well advertised and attended.	<ul style="list-style-type: none"> <li>• Flyers / announcements</li> </ul>
Only informal, anecdotal follow-up information is gathered on CHS graduates. California State University and University of California schools used to report GPA data of our graduates, but this feedback has been eliminated due to budget cuts at the University level.	

**B1. Curriculum: Additional Findings**

<b>Findings</b>	<b>Supporting Evidence</b>
School-wide programs and activities help to shape an overall rigorous learning experience for Center High School students. Extracurricular clubs help to support academic achievement on	<ul style="list-style-type: none"> <li>• FBLA competitions: regional and state competitions</li> <li>• Academic Decathlon</li> </ul>

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<p>campus. The staff has worked to shape a message encouraging active student involvement in their educational experience.</p> <p>Widespread professional commitment to instructional excellence</p>	<ul style="list-style-type: none"> <li>• CSF club participation</li> <li>• Center Scholars program participation</li> <li>• Purple Cord awards</li> <li>• Top Ten Dinner</li> <li>• Renaissance Program</li> <li>• Open house events</li> <li>• Freshman orientation</li> <li>• EAOP participation</li> <li>• Counseling visitation to feeder schools</li> <li>• ESLR and Core values</li> <li>• Center motto: Scholars and Champions</li> </ul>
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Findings	Supporting Evidence
<p>The school has worked to engage a diverse student (community) population. In order to respond to the academic needs of students, outreach and tutorial programs help students that are struggling with their academic work. Additional courses have been offered to provide students with honors and AP-classes, applied sciences, and other career oriented subjects. Peer tutorial services are provided to support students. The six period day schedule has included a zero period to allow greater flexibility for student schedules. Department and staff meetings have looked at data/ indicators to assess student achievement and best practices. Presenters have shared current education theories on teaching methodologies.</p>	<ul style="list-style-type: none"> <li>• Demographic and Free Lunch records</li> <li>• IEP, 504 and special education rosters</li> <li>• Test Scores: CST, CAHSEE, SAT, EAP</li> <li>• Minutes/Materials from staff and department meetings</li> <li>• Master Schedule</li> <li>• Parent Link</li> </ul>

### **B2. Curriculum Criterion**

#### **Variety of Programs — Full Range of Choices**

Findings	Supporting Evidence
<p>Center High School's focus has always been on preparing students for college. However, more courses are being offered</p>	<ul style="list-style-type: none"> <li>• Course Catalog, including Pathways</li> </ul>

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that introduce students to career options as well. Programs such as 911 Dispatch, Project Lead The Way, and the Media Communications Academy include rigorous courses such as Introduction to Engineering, Principles of Biological Sciences, Digital Audio, and New Media.	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Course Selection forms</li> <li>• CTE</li> <li>• PTLW course syllabi</li> <li>• MCA course syllabi</li> <li>• 911 Dispatcher program brochure</li> </ul>
Our ESLRs are embedded school-wide and are incorporated into the curriculum. Their emphasis on communication, collaboration, critical analysis, and self-advocacy prepare our students for life after high school.	<ul style="list-style-type: none"> <li>• Student Planners</li> <li>• Classroom posters</li> <li>• Course Planned Statements</li> </ul>
In accordance with the California Department of Education's general push toward creating multiple student pathways, especially in the area of CTE, Center High School has developed and broadened its CTE courses. We have two new PLTW programs, a new 911 Dispatcher program (the only one of its kind in the area), and have expanded Construction Technology sections. The district, school, and county are committed to continuing to expand these opportunities. Our board has also made the Career Technical Education course a graduation requirement, so all students have an opportunity to explore career and education options.	<ul style="list-style-type: none"> <li>• PTLW-Engineering</li> <li>• PTLW-Biomedical</li> <li>• 911 Dispatcher Program</li> <li>• Construction Technology courses</li> <li>• Career Technical Education graduation requirements</li> <li>• Course Catalog</li> </ul>
Partnership Academy - MCA - Students get access to real world opportunities through CTE courses that offer daily deadlines (daily CTV, newspaper, Blue and Gold, Epic Yearbook, field trips to TV and movie studios, college tours) and speakers.	<ul style="list-style-type: none"> <li>• Speakers</li> <li>• Field trips</li> <li>• College acceptance</li> <li>• Work placement</li> </ul>
The College and Career Center provides access to materials and arranges for presentations by college, business, and military representatives. Besides guiding students toward career paths, the College and Career Center is equipped with computer stations that are available to students before school, at break, and at lunch; this lab is also available for teachers to reserve for class use during the school day.	<ul style="list-style-type: none"> <li>• COIN</li> <li>• Announcements</li> <li>• Presentation sign-in</li> <li>• Phyllis Hicks</li> </ul>
For students that are credit-deficient, Center High also offers ODYSSEYWARE, which allows students to complete classes on-	<ul style="list-style-type: none"> <li>• ODYSSEYWARE reports</li> <li>• Counselor Recommendations</li> </ul>



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line that they have previously not passed during regular high school enrollment.	
Center High offers an ever increasing number of Advanced Placement classes which further prepare students for life after high school, and especially college, while simultaneously allowing them the opportunity to do college-level work and earn college credit while still in high school.	<ul style="list-style-type: none"> <li>• Honors/AP Course list</li> </ul>
Transition Partnership Program (TPP) funded Job Skills class provides career exploration, assistance with preparation for post-secondary education (completion of college applications, FAFSA application, etc.), discussion and curriculum regarding realistic career and educational options.	<ul style="list-style-type: none"> <li>• Job Skills course description and description of Real Game curriculum</li> </ul>
AVID is designed to work toward closing the achievement gap by preparing <i>all</i> students for college readiness and success in a global society. Students develop strong interpersonal skills, communicate well, and develop solutions in a collaborative way, preparing students for both college and the working world.	<ul style="list-style-type: none"> <li>• <a href="http://www.avidonline.org">www.avidonline.org</a></li> <li>• Master Schedule</li> <li>• College field trips</li> <li>• Career exploration</li> <li>• Scholarship searches</li> </ul>

### Student-Parent-Staff Collaboration

Findings	Supporting Evidence
Communication between students, parents, and staff is highly encouraged. Our school website, Facebook page, and Cougar Connection monthly keep parents informed of campus events, policies and schedules. Discipline policies encourage home to school communication via emails, phone calls, and Student Study Team Meetings.	<ul style="list-style-type: none"> <li>• <a href="http://www.centerhigh.org">www.centerhigh.org</a></li> <li>• Teacher webpages</li> <li>• Facebook</li> <li>• Homelink</li> </ul>
Parents and students have access to their grades via Homelink through Aeries. Many teachers host their own websites that post blogs, assignments, agendas, and more.	<ul style="list-style-type: none"> <li>• Center High Website</li> <li>• Homelink Accounts</li> <li>• Various teacher sites</li> </ul>
Parents and students can learn about the variety of programs offered through Back-To-School-Night, Open House, and by attending sporting events and Visual and Performing Arts presentations.	<ul style="list-style-type: none"> <li>• Announcements</li> <li>• Flyers</li> <li>• School Calendar</li> </ul>

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Our daily bulletin on CTV is broadcast both on campus and online. Our school paper, The Blue and Gold, is available for viewing online via the school website.	<ul style="list-style-type: none"> <li>• <a href="http://www.centerhigh.org">www.centerhigh.org</a> - MCA daily recap/live stream</li> <li>• <a href="http://www.centerhigh.org">www.centerhigh.org</a> - Cougar links</li> </ul>
Programs such as AVID, Center Scholars, MCA, and PLTW also increase communication between students, parents, and staff. Communication includes family workshops, program planning, and parent nights as well.	<ul style="list-style-type: none"> <li>• AVID SLC portfolios</li> <li>• MCA Parent Steering Committee</li> <li>• Program Meetings and Schedules</li> <li>• Program announcements</li> </ul>
IEPs and 504's offer formal involvement for parents, staff, and students.	<ul style="list-style-type: none"> <li>• IEP / 504 schedules</li> <li>• School Calendar</li> </ul>
Counselor meetings with parents and students include four year plan reviews, college application assistance, and workshops for parents on financial aid assistance.	<ul style="list-style-type: none"> <li>• 4 year plans</li> <li>• Fliers</li> <li>• Announcements</li> <li>• School Calendar</li> </ul>
Center's Link Crew provides an opportunity to introduce/prepare parents and incoming Freshmen for life at Center High through Freshman Orientation. Students are given campus tours, are informed of school policies and expectations, and engage in collaborative activities to foster team building.	<ul style="list-style-type: none"> <li>• Link Crew documents</li> <li>• Records of attendance</li> <li>• Records of activities</li> </ul>
PTA and Boosters offer an opportunity for interested parents to become active in both academics and athletics on campus.	<ul style="list-style-type: none"> <li>• Meeting agendas / minutes</li> <li>• Membership rosters</li> </ul>
WorkAbility provides a Learning Style Preference Inventory for all 9th grade students in special education. It is sent to students' case managers through a Transition Planning Summary.	<ul style="list-style-type: none"> <li>• Copy of a Learning Style Preference Inventory</li> </ul>

### Monitoring/Changing Student Plans

Findings	Supporting Evidence
Counselors regularly meet with students for review and adjustment to the four year plan and to make adjustments as needed. Course changes can be made at the beginning of each semester as deemed appropriate.	<ul style="list-style-type: none"> <li>• School Calendar</li> <li>• Announcements</li> <li>• Counseling office sign-in</li> </ul>

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The Science and Math departments have flowcharts that aid counselors, students, and their parents in placement in appropriate math and science courses.	<ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Course catalog</li> <li>• School Website</li> </ul>
<p>Programs such as AVID, MCA, and PLTW offer students help with their academic plans by providing students with long-term planning and schedule adjustments as needed. MCA students review course selections in Social Science classes to prepare for the next semester. AVID freshman create four year plans which are revised annually. PLTW - Has informational meetings with parents about how to fit the electives into student schedules and still be in other programs or meet A to G requirements.</p> <p>These programs include interventions to support participants. MCA students will meet with staff one time throughout the year to review contract, course selections and probation if needed. In AVID, students' progress is reviewed quarterly and students not meeting the AVID Contract Agreement are placed on program probation.</p>	<ul style="list-style-type: none"> <li>• Enrollment</li> <li>• Recruitment documentation</li> <li>• Application Forms</li> <li>• CST / STAR data</li> <li>• Transcripts</li> <li>• Four year plans</li> <li>• AVID probation forms</li> <li>• MCA probation forms</li> <li>• PLTW - introduction PowerPoint</li> </ul>
Students are allowed to enroll in any level of courses offered. Teachers provide recommendations to help students make the best choices as to what would provide the most rigorous choices for each student. Data such as CST/STAR scores are available for teachers to aide with placement.	<ul style="list-style-type: none"> <li>• Teacher Recommendations</li> <li>• CST / STAR data</li> <li>• Course Catalog</li> <li>• Course Selection forms (online)</li> <li>• Analyze statewide assessment to determine course placement</li> </ul>
Transition Partnership Program (TPP) Coordinator and Employment Specialist monitor students' progress in their Individual Plan for Employment (IPE) and communicate with appropriate stakeholders to make necessary adjustments to facilitate students' success.	<ul style="list-style-type: none"> <li>• Sample Individual Plan for Employment IPE</li> </ul>

### Post High School Transitions

Findings	Supporting Evidence
WorkAbility promotes and provides comprehensive pre-employment, employment, work-site training, and follow-up services for youth in special education who are making the transition from school to work.	<ul style="list-style-type: none"> <li>• WorkAbility brochure</li> </ul>

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<p>Transition Partnership Program is an interagency vocational program, designed to ensure a smooth transition from school to work or post-secondary education for juniors and seniors in high school who have a physical, mental or learning disability. Services include the following: career exploration, training and education, vocational assessment, career guidance counseling, job development assistance, resume and portfolio development, mobility training, follow- up, and intervention services.</p> <p>WorkAbility holds an annual Transition Fair (for students in grades 7-12 and their parents) with exhibitors representing various post high school options: Department of Rehabilitation, California Conservation Corps, Job Corps, local colleges and vocational schools, etc.</p> <p>WorkAbility submits data annually to the California Department of Education regarding effectiveness of strategies to promote transitions to post high school options-- percentage of students working, attending college or post high school training program, or a variety of all.</p>	<ul style="list-style-type: none"> <li>• Transition Partnership Program brochure</li> <li>• Transition Fair Flyer</li> <li>• Sample follow-up form</li> </ul>
<p>All juniors take EAP to gauge readiness for college. EAP results are accessed online and are used by CSU and Community colleges for math and science placement.</p>	<ul style="list-style-type: none"> <li>• EAP results</li> <li>• CSU mentor website</li> </ul>
<p>AVID, MCA, and PLTW provide opportunities for students to hear career and college informational speakers, meet and listen to former students share their college and career experiences, and take field trips to visit colleges and corporations relevant to their program.</p>	<ul style="list-style-type: none"> <li>• MCA / AVID / PLTW schedules</li> </ul>
<p>AVID, MCA, and PLTW teachers attend trainings during the summer and throughout the year to learn teaching techniques for note-taking, research, and study skills necessary for college and career preparation. These trainings/workshops also allow programs to assess and evaluate the previous year and plan for the upcoming school year.</p>	<ul style="list-style-type: none"> <li>• Conference forms / materials</li> <li>• Flyers</li> <li>• Program announcements / flyers</li> <li>• Program data</li> <li>• AVID yearly site plan</li> <li>• MCA -Annual CPA conference</li> <li>• PLTW - summer teacher training and statewide conference</li> </ul>

**B3. Curriculum Criterion****Real World Applications — Curriculum**

<b>Findings</b>	<b>Supporting Evidence</b>
MCA Epic yearbook, Blue and Gold newspaper, broadcast and daily CTV show, students in the MCA do quarterly cross-curricular digital projects, Seniors must complete a 15 minute Final Senior PowerPoint Business presentation.	<ul style="list-style-type: none"> <li>• Videos for school, contests, Tower of Youth National Film Festival, CSN National Video competition, SEVA Awards</li> </ul>
The 911 Dispatcher class provides the student with real-life simulation training to be prepared for the environment of a multi-tasking job, using telephone, radio, and alarm system communications while accessing a response computer program (ordering or dispatching) and taking information from a caller into a second computer program simultaneously. All this is done while the trainee gives life-saving information to the caller until the response arrives.	<ul style="list-style-type: none"> <li>• 911 Brochure</li> <li>• Classroom Observations</li> <li>• Course catalog</li> </ul>
Our school's FBLA club brings business and education together in a positive working relationship through innovative leadership and career development programs.	<ul style="list-style-type: none"> <li>• Club Charter</li> </ul>
Academic Decathlon teams spend months preparing for this demanding competition. In addition to mastering the extensive academic content, students learn about teamwork, goal setting, planning, and leadership.	<ul style="list-style-type: none"> <li>• Academic Decathlon competition results</li> <li>• Curriculum</li> </ul>
AVID Curriculum is based on the WICOR model: Writing, Inquiry, Collaboration, Organization and Reading to Learn. WICOR guides students to articulate Ideas and comprehend complex materials and concepts. Through RoadTrip Nation, students research career pathways, interview people in their chosen professions, and learn to connect their own interests and talents to their career and/or college choices using a multimedia approach.	<ul style="list-style-type: none"> <li>• Write Path Curriculum</li> <li>• AVID Tutorial Curriculum</li> <li>• Critical Reading Curriculum</li> <li>• Culturally Relevant Teaching</li> <li>• RoadTrip Nation Program</li> <li>• RoadTrip Nation projects</li> </ul>
The Physical Education department offers a variety of challenging activities for all students. All classes include units that students can perform for life-long fitness. Team and individual sports are introduced so students can continue them after school or through intramurals. Weight training and Circuit training are promoted and easily carried over throughout their lives. Dance classes include guest	<ul style="list-style-type: none"> <li>• Higher percent of ninth graders taking and meeting the six components of the State physical fitness test</li> <li>• Dance productions</li> <li>• Guest choreographers</li> </ul>

choreographers to teach at the intermediate to advanced levels exposing students to all levels of dance. Students are provided opportunities to participate in dance workshops and dance productions at Center High School.	
The Visual Arts and Performing Arts departments offer a variety of courses in art, instrumental music, drama, and dance. They participate in the presentation and expression of their creative talents through community concerts, workshops, musical and drama productions, and dance productions. All VPA courses also introduce students to a variety of real life skills, including time and project management, problem solving, and cooperative and collaborative work. Through engaging in self and peer evaluation, students develop audience awareness and also strengthen their artistry.	<ul style="list-style-type: none"> <li>• Rehearsal schedules</li> <li>• Concerts schedules</li> <li>• Art products</li> <li>• Drama and Musical</li> <li>• Productions</li> <li>• Dance work shop 12th annual Dance Production</li> </ul>
<p>Instruction and projects are required to utilize the ESLRs, get updated regularly, and are directed towards building real-world skills.</p> <p>Many textbooks have real-world applications. For example, Math textbooks contain problems that apply Mathematics to science, sports, art, architecture, business, etc. Additionally, English textbooks include nonfiction readings including cause and effect essays, opinion articles, instructions, and workplace documents. These nonfiction pieces are integrated into the course curriculum.</p>	
Workability ILS and Autism students work at Goodwill twice a week. Work experience for interested students after school hours.	<ul style="list-style-type: none"> <li>• Pay stubs and time sheets</li> </ul>
PLTW's programs emphasize critical thinking, creativity, innovation and real-world problem solving. The hands-on learning engages students on multiple levels, exposes them to areas of study that they may not otherwise pursue, and provides them with a foundation and proven path to post-secondary training and career success in Science, Technology, Engineering Mathematics (STEM) -related fields.	<ul style="list-style-type: none"> <li>• Articulation with ARC</li> <li>• Curriculum</li> <li>• Classroom observations</li> </ul>

**Meeting Graduation Requirements**

<b>Findings</b>	<b>Supporting Evidence</b>
Math Lab for special education students needing support in their regular education courses.	<ul style="list-style-type: none"> <li>• IEP</li> <li>• Course catalog</li> </ul>
Center High supports the least restrictive environment for students in special education.	<ul style="list-style-type: none"> <li>• Class rosters</li> </ul>
MCA Graduation rates continue to be over 95%.	<ul style="list-style-type: none"> <li>• Graduation rates</li> </ul>
<p>Students are continually monitored by the counseling department to determine whether or not they are on-track for graduation. Student report cards, transcripts, CST data, CAHSEE results, and 4-year plans are all reviewed to determine which students are meeting Center High School's graduation requirements.</p> <p>College admission requirements, including information on scholarships, FAFSA applications, and SAT/ACT testing and preparation are also addressed by the counseling department. Students at Center High School have a variety of academic support programs to ensure students are meeting all requirements including passing the CAHSEE.</p> <p>Intervention classes in English and Academic Enrichment classes in math help students stay on track for graduation. CAHSEE Support classes are offered within the actual school day for special education students.</p> <p>Center High School is challenged by the fact that students attempt 250 credits during their 4 years of high school and must earn 230 credits in order to graduate. The 20-credit 'buffer' (equivalent to two classes) is small and some students are off-track for graduation. Therefore, CHS offers a credit recovery course for students to make up units and graduate on time.</p>	<ul style="list-style-type: none"> <li>• CAHSEE Support Classes</li> <li>• CAHSEE Pass Rate</li> <li>• SUCCESS Class</li> <li>• Graduation checks</li> <li>• Counselor referrals</li> </ul>

**B3. Curriculum: Additional Findings**

Findings	Supporting Evidence
Teachers are CLAD, SDAIE, or C-TEL certified	certificates

**WASC Category B. Standards-based Student Learning: Curriculum:  
Strengths and Growth Needs**

**Category B: Standards-based-Student Learning: Curriculum: Areas of Strength**

Center High School's main strengths lie in what we offer to our students across a wide range of disciplines and student need. Despite the economic woes of the state, Center High School has actually increased the number and breadth of course offerings to its students. We have increased course offerings in areas of need and in areas that give our students expanded opportunities for career option and post-secondary education preparation. For our students who need school-to-work and life skills, we have combined with the California Department of Rehabilitation to expand our Workability program and have added a Job Skills course. For our students who need academic help, we have expanded and added intervention support courses including Success Strategies, CAHSEE prep courses, and Credit Recovery courses. To give options to our general student population, we have dramatically expanded CTE offerings with the addition of PLTW and 911 dispatcher courses. Before the PLTW adoption, we added a new drafting course that met A to G standards and articulated to American River College. We also have expanded MCA sections. We brought the AVID program back to Center High and expanded the program to two sections. For our students focused on post-secondary education, we have increased the number of courses that meet A to G requirements. We have increased the number of sections of honors and AP courses and have added AP Psychology and AP Language courses. In general, we have become better at educating out student population in all areas.

Students are guided into these choices through their four-year plans, which are updated annually in individual meetings with counselors. Freshmen are also introduced to various pathways in the Career Technical Education course. MCA and AVID programs also have individualized four-year plans for students that are monitored regularly.

We have also added two new computer labs, which have not only allowed teachers to have more dynamic coursework in general, but have also allowed the addition of Credit Recovery sections, which allow students who are behind in credits to earn what they need to graduate.



**Prioritized Strengths:**

- All students participate in rigorous, standards-based, and relevant curriculum.
- The district and school is committed to continuing to expand student options and pathways, including the expansion of CTE courses, AVID, and PLTW.
- Intervention and Credit Recovery courses are showing increases in student achievement and retaining students who may otherwise be sent to continuation or leave Center High for other options.
- Open enrollment policy to make advanced classes accessible to all students.
- The Media Communications Academy is well established, providing essential support for participating students.
- Nearly all courses are standards based and teachers align lessons to power the standards.

<b>Category B: Standards-based-Student Learning: Curriculum: Areas of Growth</b>
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Center High School's main areas of growth lie in limitations imposed by our class schedule and economic restrictions. Although our students continue to receive individual attention on their four-year plans, they have limited contact with counselors as we have lost a full-time counseling position. The Career Center, library, and summer school have limited time availability and cut back staffing. We have lost much of our collaboration time and need to find ways to collaborate at inter-department and inter-district levels. Although we have expanded course offerings in many areas, we are still limited in our elective offerings by the traditional six-period schedule compared to similar schools with a block or 4x4 schedule.

**Prioritized Areas of Growth**

- Motivated students are taking advantage of programs and assistance, the challenge is to help the less-motivated student take advantage of educational opportunities.
- Economic restraints have affected the school's ability to offer a wide variety of programs and appropriate numbers of sections.
- Financial support for new standards-based textbooks and classroom technology.
- Increased articulation with feeder schools and post-secondary schools in all core disciplines.
- Systematic method for follow up with graduates to learn about post high school education and career needs to be developed.

## Category C: Standards-based Student Learning: Instruction

### C1. Instruction Criterion

Findings	Supporting Evidence																												
<p>All students are now enrolled and participate in the MY4YEAR PLAN.com website. This website shows students their progress towards graduation requirements, allows them to select courses, allows them to match their coursework with admissions criteria for colleges and universities throughout the country, and allows them to dialogue with their counselor.</p>	<ul style="list-style-type: none"> <li>• My4YEAR PLAN.com website</li> <li>• Counselor interviews</li> </ul>																												
<p>In order to earn a diploma from Center High School, students must:</p> <ol style="list-style-type: none"> <li>1. Earn 230 credits out of a possible 250 credits.</li> <li>2. Pass the math and English portions of the California High School Exit Exam (CAHSEE).</li> <li>3. Complete the coursework listed below:</li> </ol> <table border="1"> <thead> <tr> <th>SUBJECT</th><th>CREDITS</th></tr> </thead> <tbody> <tr> <td>English</td><td>40</td></tr> <tr> <td>Science</td><td>20</td></tr> <tr> <td>US History</td><td>10</td></tr> <tr> <td>World History</td><td>10</td></tr> <tr> <td>PE</td><td>20</td></tr> <tr> <td>Health</td><td>5</td></tr> <tr> <td>Economics</td><td>5</td></tr> <tr> <td>VPA or Foreign Lang.</td><td>10</td></tr> <tr> <td>Electives</td><td>60</td></tr> <tr> <td>Math</td><td>20</td></tr> <tr> <td>Career Technical Education</td><td>5</td></tr> <tr> <td>US Government</td><td>5</td></tr> <tr> <td>Consumer Finance</td><td>5</td></tr> </tbody> </table>	SUBJECT	CREDITS	English	40	Science	20	US History	10	World History	10	PE	20	Health	5	Economics	5	VPA or Foreign Lang.	10	Electives	60	Math	20	Career Technical Education	5	US Government	5	Consumer Finance	5	<ul style="list-style-type: none"> <li>• Course Catalog</li> <li>• Cougar Planner</li> <li>• Governing Board Policy</li> <li>• Student Transcripts</li> <li>• Report Cards</li> </ul>
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	Advocacy	8																																																		
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	<b>Total</b>	<b>230</b>																																																		
<p>All students, with the exception of students in ELD and special needs programs, are enrolled in some A-G courses. Approximately 20 percent of students fulfill the A-G requirements, apply for and are accepted for entrance into a four year college. While all students are enrolled in some A-G courses, many students don't complete Algebra II or Chemistry courses that are needed to fulfill the A-G requirements to directly enter a CSUS or UC system school upon high school graduation. Therefore, only 20% of our graduating seniors have applied and been accepted to four year colleges.</p> <p><b>All General Ed CHS Students Take At Least One A-G course during the 2012-2013 School Year</b></p> <table><tr><td>Ethnicity</td><td>Female</td><td>Male</td></tr><tr><td>American Indian</td><td>10</td><td>4</td></tr><tr><td>Chinese</td><td>1</td><td>0</td></tr><tr><td>Vietnamese</td><td>5</td><td>3</td></tr><tr><td>Asian Indian</td><td>9</td><td>10</td></tr><tr><td>Laotian</td><td>1</td><td>0</td></tr><tr><td>Cambodian</td><td>1</td><td>1</td></tr><tr><td>Other Asian</td><td>39</td><td>23</td></tr><tr><td>Guamanian</td><td>1</td><td>0</td></tr><tr><td>Samoan</td><td>2</td><td>3</td></tr><tr><td>Tahitian</td><td>0</td><td>1</td></tr><tr><td>Other Pacific Islander</td><td>0</td><td>10</td></tr><tr><td>Filipino</td><td>29</td><td>24</td></tr><tr><td>Hispanic</td><td>129</td><td>132</td></tr><tr><td>Black</td><td>85</td><td>180</td></tr><tr><td>White</td><td>312</td><td>297</td></tr></table>				Ethnicity	Female	Male	American Indian	10	4	Chinese	1	0	Vietnamese	5	3	Asian Indian	9	10	Laotian	1	0	Cambodian	1	1	Other Asian	39	23	Guamanian	1	0	Samoan	2	3	Tahitian	0	1	Other Pacific Islander	0	10	Filipino	29	24	Hispanic	129	132	Black	85	180	White	312	297	<ul style="list-style-type: none"><li>• Student Transcripts</li><li>• Aeries Reports</li></ul>
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## Center High School WASC/CDE Self-Study Report

All general education students are on the diploma track and the majority of RSP students are as well. However, ILS, SDC and autism program students have the option of obtaining a certificate of completion, as indicated on their IEPs.	<ul style="list-style-type: none"> <li>• IEPs</li> </ul>
AP English Language and Composition and AP Psychology were both added to the master schedule in 2012-2013.	<ul style="list-style-type: none"> <li>• Master Schedule Matrix</li> <li>• Course Catalog</li> </ul>
The number of students taking AP courses has increased over the past three years.	<ul style="list-style-type: none"> <li>• Course Catalog</li> <li>• Master Schedule Matrix</li> </ul>
<p>CHS has signed matriculation agreements with American River College in the past two years which includes the following courses:</p> <p>Computer Applications</p> <p>Band</p> <p>Construction Trades</p>	<ul style="list-style-type: none"> <li>• Aeries Course Analysis Report</li> </ul>
Project Lead The Way Programs in Bio Medical Sciences and Engineering were added in the 2012-2013 school year. Currently, 6 sections are being taught.	<ul style="list-style-type: none"> <li>• Articulation Agreements</li> </ul>
A 911 Dispatcher/Call Center/Customer Service Program was implemented in 2012-2013. This is the only one of its kind this side of the Mississippi River. Three sections are taught of this course. They receive a Center High School Dispatcher /Call Center /Customer Service Program Completion certificate. There is no national certification for high schools to give to students, nor may students under 18 receive a national certificate. Their employability is determined by each agency giving a series of tests prior to a job offer. It will take some time to find out if our certificate carries any weight, since we are the first high school in the state to offer this program.	<ul style="list-style-type: none"> <li>• Master Schedule Matrix</li> <li>• Course Catalog</li> </ul>
The Media Communications Academy (MCA) incorporates media and technology into all courses.	<ul style="list-style-type: none"> <li>• Master Schedule Matrix</li> <li>• Course Catalog</li> </ul>
	<ul style="list-style-type: none"> <li>• Master Schedule Matrix</li> <li>• Course Catalog</li> <li>• MCA Program Brochure</li> <li>• Lesson Plans</li> <li>• Student Presentations</li> </ul>

**Student Understanding of Performance Levels**

<b>Findings</b>	<b>Supporting Evidence</b>
Graduation requirements are listed on MY4YEAR PLAN.com as well as in the Course Catalog and Cougar Planner.	<ul style="list-style-type: none"> <li>• MY4YEAR PLAN.com</li> <li>• Course Catalog</li> <li>• Cougar Planner</li> </ul>
Each class has a syllabus that is given to students at the beginning of the course which details assignments and grading policies.	<ul style="list-style-type: none"> <li>• Individual Course Syllabus</li> </ul>
Percentages correlating to letter grades are included in Governing Board policy.	<ul style="list-style-type: none"> <li>• CJUSD Governing Board Policy</li> </ul>

**Differentiation of Instruction**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>In addition to instructional staff addressing the needs established in IEPs and 504 plans, intervention classes such as Math Lab, Study Skills, Success Strategies, Functional Reading, Foundations of English and CAHSEE Prep Math/English provide differentiated instruction to support student success.</p> <p>Tutorial periods are available to ELLs to support their language acquisition and for help in other academic courses. A separate ELD class is utilized by ELLs, until they score Early Advanced or higher on the CELDT, a 2.0 GPA and a basic on the STAR ELA. In addition, many accommodations are provided in the general curriculum to address IEP and 504 plan recommendations including reduced assignments, books on tape, use of calculators, preferential seating, extended time for assignment completion, use of notes on tests, large print texts, and modified grading scales.</p>	<ul style="list-style-type: none"> <li>• Updated Case Carrier Matrix</li> <li>• IEPs &amp; 504 plans</li> </ul>

**Student Perceptions**

<b>Findings</b>	<b>Supporting Evidence</b>
Advocacy, Career Tech and Success Strategy courses provide students with information regarding performance levels and their learning experiences by utilizing their Aeries accounts and four-year plans.	<ul style="list-style-type: none"> <li>• Vocational Interest Inventories</li> <li>• Career Cluster Surveys</li> <li>• Aeries Accounts</li> <li>• Four – Year Plans</li> <li>• Counselor Meetings</li> <li>• Advocacy Conversations &amp; Activities</li> </ul>

**C1. Instruction: Additional Findings**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Summary - Challenging Learning Experiences Demonstrated at CHS</p> <ul style="list-style-type: none"> <li>• Socratic method</li> <li>• Anticipatory Set</li> <li>• KWL (Know, Want to Know, Learned) or KWHL technique</li> <li>• Before – During – After Instruction</li> <li>• Brainstorming</li> <li>• Assessment-Driven Instruction</li> <li>• Cooperative Learning Groups</li> <li>• Role Playing</li> <li>• Instructor Modeling /Demonstrations - projects, music</li> <li>• Real Life Simulations</li> <li>• Student Presentations</li> <li>• Cognitive Learning Models</li> <li>• Concept Mapping</li> <li>• Virtual Tours</li> <li>• Cross-Age Teaching / Tutoring</li> <li>• Music / Language Acquisition – Foreign Language</li> <li>• Debates</li> <li>• Panel Discussion / Discussion Groups</li> <li>• Interactive Notebooks</li> <li>• Directed Paraphrasing</li> <li>• Discovery Teaching</li> <li>• Higher Order Thinking Skills – Bloom’s Taxonomy</li> <li>• Observation Logs – foreign language ( where do you see Spanish language)</li> <li>• Front Loading Vocabulary</li> <li>• Facilitated Questioning</li> <li>• See – Hear – Speak Instruction</li> <li>• Think Pair Share</li> </ul> <ul style="list-style-type: none"> <li>• All CHS students have opportunities to participate in a wide range of challenging courses and rigorous learning experiences including the following:               <ul style="list-style-type: none"> <li>○ Student Portfolios</li> <li>○ Student Notebooks / Lab Books</li> <li>○ Ongoing In-Class Assessments</li> <li>○ Journals</li> <li>○ Discussions / Debates</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations of Instructional Practices</li> <li>• Evaluation of written assignments, and other completed projects</li> <li>• Course Catalogs</li> <li>• Site, State and National Test Results</li> <li>• Staff Qualification Analysis – NCLB, California Teacher Credentialing, Personnel Records</li> <li>• SCOE Teacher Audit 2011-2012</li> </ul> <ul style="list-style-type: none"> <li>• Transcripts</li> <li>• Course Catalogs</li> <li>• Master Schedule Matrix</li> <li>• Class Analysis Reports</li> </ul>

<ul style="list-style-type: none"> <li>○ Individual and Group Projects</li> <li>○ Lab Experiments</li> <li>○ Live Performances – theater &amp; music</li> <li>○ Displays of Student Work- Art Shows</li> <li>○ Student Presentations – Audio/Visual, PowerPoint</li> <li>○ Administration Walk Through Evaluations/Feedback</li> <li>○ Community Service Projects</li> <li>○ STAR Testing, AP Testing</li> <li>● ELD tutorial and ELD English classes are provided to English language learners</li> <li>● Study Skills is provided for special needs students and assists with students at all levels of instruction, including college prep course work.</li> <li>● Workability Program provides on-site work experiences for students with special needs.</li> <li>● Autism program has their own instructional classes, as well as, students being included into the regular course programs.</li> <li>● Four Year Plan – all students work w/ counselors to develop their plan.</li> <li>● A-G course enrollment percentages – majority of students are enrolled in A-G courses.</li> <li>● CHS Graduation Unit Credit Requirement - exceed state requirements.</li> <li>● Increase in AP Course Offerings –AP Lang/Comp, AP Psych.</li> <li>● Increased Participation in AP Courses.</li> <li>● Increase in Courses Articulated w/ Community Colleges.</li> <li>● Project Lead The Way Program – initiated at CHS this year.</li> <li>● 911 Dispatcher Program – initiated at CHS this year.</li> <li>● Computer Apps course modified into two semester-length classes with options for the second semester.</li> <li>● MCA – core courses with a media experience / emphasis.</li> <li>● Disaggregated Data Needed For Program Enrollment.</li> <li>● Students are provided clear guidelines at the beginning of the school year / semester about each course's requirements, standards and expectations.</li> <li>● Course Catalogues – prerequisite and course requirements info for parents and students.</li> <li>● Course Syllabi provided to each student for each class and available for review by parents.</li> <li>● Cougar Planners – include info on ESLRs, A-G and</li> </ul>	
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## Center High School WASC/CDE Self-Study Report

<p>graduation requirements.</p> <ul style="list-style-type: none"> <li>• Cougar Planner Quiz on Handbook.</li> <li>• CTE course requires students to develop tables of graduation requirements.</li> <li>• School and department websites.</li> <li>• Four Year Plan – all students work w/ counselors to develop their plan.</li> <li>• Career Center Orientation Field Trip - freshmen and senior students.</li> <li>• CHS Graduation Unit Credit Requirement.</li> <li>• All certificated staff are ELL certified or are pursuing certification.</li> <li>• Total NCLB compliance by teaching staff.</li> <li>• Inclusion implemented w/ majority of Special Education students.</li> <li>• Staff informed in writing of accommodations for special needs students (IEP, 504).</li> <li>• ELAC meetings for teachers, parents &amp; students.</li> </ul>	
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Findings	Supporting Evidence
<p><b>Critical Need-</b> Need student involvement in the decision-making process of the school. Student leadership opportunities and involvement can be found in Leadership and Student Government classes, as well as in extra-curricular clubs and sports.</p>	<ul style="list-style-type: none"> <li>• Leadership Class – class officers, student activity decision making body, communicate information to student body</li> <li>• Student Government-ASB officers - allocation approval</li> <li>• Site Council Student Representatives</li> <li>• School Board Student Representatives</li> <li>• Student presentations at school board meetings</li> <li>• Team captains and officers</li> <li>• CHS Club Officers</li> </ul>



**C2. Instruction Criterion****Current Knowledge**

<b>Findings</b>	<b>Supporting Evidence</b>
All teachers are NCLB compliant.	<ul style="list-style-type: none"> <li>• Personnel Records</li> <li>• SCOE Teacher Audit 2011-2012</li> </ul>
All instructors are certified through SDAIE, CLAD, CTCL or are currently working on CTCL compliance.	<ul style="list-style-type: none"> <li>• Personnel Records</li> </ul>
All teaching staff participated in Highly Quality First Instruction training during 2012-2013 which was provided by the Sacramento County Office of Education.	<ul style="list-style-type: none"> <li>• Workshop workbooks</li> <li>• Teacher attendance sheets</li> </ul>
Math teachers have participated in two Common Core workshops.	<ul style="list-style-type: none"> <li>• Contract for services with SCOE</li> <li>• Attendance sheets</li> </ul>
Project Lead the Way (PLTW) teachers participated in the PLTW Summer Institute in 2012.	<ul style="list-style-type: none"> <li>• Purchase orders</li> <li>• Teacher interviews</li> <li>• Pictures</li> </ul>
AP English and AP Psychology teachers participated in AP Summer Institutes in 2012.	<ul style="list-style-type: none"> <li>• Purchase orders</li> <li>• Teacher interviews</li> </ul>
The 911 Dispatcher/Call Center/Customer Service teacher participated in a summer training with the Sacramento 911 Call Center during the summer of 2012.	<ul style="list-style-type: none"> <li>• Teacher interview</li> </ul>
Three teachers and the principal participated in a 3 day Ford PAS training in 2011-2012.	<ul style="list-style-type: none"> <li>• Purchase orders</li> <li>• Teacher interviews</li> </ul>
<b>Instructional Strategies Used by Teaching Staff:</b> <ul style="list-style-type: none"> <li>• Videos / CD ROM / DVD / United Streaming</li> <li>• Direct Instruction – Lecture, scaffolding techniques</li> <li>• Photo / Video Journaling</li> <li>• Instructional Technology – SMART boards, PowerPoint, Document Readers</li> <li>• Flow Charts / Graphs – Graphical Organizers</li> <li>• Meta – Cognitive Activities</li> <li>• Cooperative Learning Models</li> <li>• Teacher Created Materials</li> <li>• Computer Research / Lab Work</li> <li>• On-Line Materials – text publisher generated and independent research, ODYSSEYWARE, ALEKS, credit recovery</li> <li>• Articulated Courses w/ Community Colleges</li> <li>• Independent Study Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Lesson Plans</li> </ul>

<ul style="list-style-type: none"> <li>• Home &amp; Hospital</li> <li>• Manipulatives</li> <li>• Guest Lecturers</li> <li>• Student - Peer Coaching</li> <li>• After School Peer Tutoring</li> <li>• Field Trips</li> <li>• Community Service</li> <li>• Interview</li> <li>• Library Tours</li> <li>• Job Shadowing / Internships / WorkAbility</li> <li>• Realia</li> <li>• Analyzing Primary Source Materials</li> </ul>	
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### Teachers as Coaches

Findings	Supporting Evidence
Cooperative learning groups are used extensively throughout Center High School, with the teachers serving as coaches to facilitate student learning.	<ul style="list-style-type: none"> <li>• Club Activities- FBLA competitions, Astronomy Club, Center's Scholars Program, Academic Decathlon</li> <li>• Music Competitions</li> <li>• Project / Product-Based Instruction <ul style="list-style-type: none"> <li>– Political Cartoons; Case Scenarios</li> <li>– PTLW, Legal Findings &amp; Mock Congress; Art Projects, Wood Shop Projects; Music Presentations; Science Lab Investigations; Gardening, Recycling &amp; Cooking Activities within Special Services</li> </ul> </li> <li>• Broadcast / Journalism – Channel 25 News, PSA's, School Paper, Yearbook</li> </ul>

### Examination of Student Work

Findings	Supporting Evidence
Daily instructional activities and culminating projects provide the students with opportunities to engage in structured and organized learning.	<ul style="list-style-type: none"> <li>• Interactive Notebooks</li> <li>• Written assignments</li> <li>• KWL charts</li> <li>• Sponge or Startup activities</li> <li>• Presentations</li> <li>• Lab Manuals</li> <li>• Projects</li> </ul>

**Center High School WASC/CDE Self-Study Report**

<b>Findings</b>	<b>Supporting Evidence</b>
On a daily basis, students have numerous opportunities in their coursework to engage in individual and group activities requiring critical thinking, reasoning, and problem solving skills.	<ul style="list-style-type: none"> <li>• Lab Manuals</li> <li>• Bioethics Debate Presentations</li> <li>• Lab Write-ups</li> <li>• Interactive Notebooks</li> <li>• PLTW projects</li> <li>• Math manipulative inquiry and applied activities</li> </ul>
<b>Findings</b>	<b>Supporting Evidence</b>
Students have utilized technology to develop presentation materials and conduct investigations. The high school's MCA program relies extensively on technology for daily broadcasts and to create student designed projects.	<ul style="list-style-type: none"> <li>• PowerPoint Presentations</li> <li>• Computer supported assignments – word docs, spreadsheets</li> <li>• Newspaper</li> <li>• Sensor/Computer Integrated Science Investigations</li> <li>• Yearbook</li> <li>• C-TV broadcasts and web streaming</li> <li>• Drama productions</li> </ul>

<b>Findings</b>	<b>Supporting Evidence</b>
Students complete a wide variety of assignments that require resources beyond the textbook.	<ul style="list-style-type: none"> <li>• Computer-Based</li> <li>• Investigations</li> <li>• Research Projects</li> <li>• Video Presentations</li> <li>• Pearson Essay Scorer</li> <li>• Guest Speakers</li> <li>• ALEKS – math program</li> <li>• Community Service Projects</li> <li>• PowerPoint Presentations</li> <li>• Field Trips</li> <li>• Use of Online Instruction - Bozeman Biology, Khan Academy, Biolinks, Classzone.com</li> </ul>

**Real World Experiences**

<b>Findings</b>	<b>Supporting Evidence</b>
All seniors participate in 16 hours of community service.	<ul style="list-style-type: none"> <li>• Graduation Requirements</li> <li>• Course Catalog</li> <li>• MY4YEAR PLAN.com</li> </ul>
WorkAbility	<ul style="list-style-type: none"> <li>• Course Catalog</li> </ul>
911 Academy	<ul style="list-style-type: none"> <li>• Course Catalog</li> </ul>
Field Trips – MCA, FBLA, CSF, Courthouse Visit and Drama.	

**C2. Instruction: Additional Findings**

<b>Findings</b>	<b>Supporting Evidence</b>
We have still maintained a rigorous, high quality education for our students, despite limited financial, technological, and staffing resources, over the last few years.	<ul style="list-style-type: none"> <li>• API scores</li> <li>• AP test results</li> <li>• AP Honor Roll status</li> <li>• CAHSEE pass rates of over 90%</li> <li>• CCSAN Academy Lighthouse status for MCA program</li> </ul>
<b>Findings</b>	<b>Supporting Evidence</b>
<ul style="list-style-type: none"> <li>• Schoolwide focus on student learning, rigor, and high academic expectations for all students.</li> <li>• Identification of students with learning support needs and implementation of support services for them.</li> </ul>	<ul style="list-style-type: none"> <li>• Honors and AP course offerings for rigor</li> <li>• Study Skills and Intervention courses</li> <li>• IEPs, 504s, Student Study Team Meetings</li> <li>• Purple Cord Dinner</li> <li>• Top Ten Dinner</li> <li>• Center Scholars</li> <li>• Academic Decathlon</li> <li>• A-G course offerings</li> </ul>

**WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs**

**Category C. Standards-based Student Learning: Instruction: Areas of Strength**

- All NCLB compliant teaching staff.
- Addition of new programs (PLTW, 911 Dispatch, ERW and AP courses).
- Staff Development for new programs listed above.
- Foreign Language staff attend educational conferences.
- Implementation of PLC model – initiated.
- Health Awareness and THRIVE.
- The members of our dedicated teaching staff are committed to excellence in instruction. In striving to meet these goals, we have incorporated into our curriculum various new programs, including:
  - Project Lead the Way – Problem / Project based courses that prepare students for entry into biomedical and engineering fields.
  - 911 Dispatch – This course provides an entry-level employment opportunity and a valuable career path with potential high earnings.
  - Pharmacy Tech Program (new for 2013-14 school year) - Program will serve as an entry-level course that enables students for entry-level employment as a pharmacy technician.
  - Expository Reading & Writing – This new program addresses non-fiction reading and writing skills needed to address the upcoming Common Core Standards.
  - Advanced Placement Psychology.
  - Advanced Placement English Language & Composition.
  - The staff members involved in the above mentioned programs have been trained in program implementation and instructional strategies. In addition, many faculty members have pursued additional professional development opportunities independently.

**Category C. Standards-based Student Learning: Instruction: Areas of Growth**

Top Five Areas of Growth (1-highest, 5 – least)

1. Technology Improvements – hardware and software upgrades and expansion of facilities needed throughout the campus.
2. Professional Development Opportunities- release time for conferences, school / classroom visitations, workshops, in-district training.
3. Access and training with current, user-friendly Assessment and Reporting Software (ex: MMARS-Multiple Measures Assessment and Reporting, Edusoft).
4. Updating of instructional and student materials.
5. Development and implementation of Professional Learning Communities, including adequate collaboration time.

6. Training and access to Multiple Measures Assessment and Reporting.
7. Training in on-line educational technology implementation - ODYSSEYWARE
8. Hardware and software updating needed for most classrooms.
9. Lack of Humanities computer lab.
10. Wireless Access to Campus
11. The predominant areas of needed growth at our site fall into the categories of -  
1) technology and 2) current instructional and student materials. These needs are directly related to budget constraints. The dedicated professionals on our site continue to use creative measures to compensate for the lack of instructional materials and supplies. Teachers continue to provide students with the best possible educational experience. To better evaluate student achievement data, the MMARS software and training are deemed highly necessary.
12. Limited elective offerings due to budget limitations (small classes are not supported).
13. Outdated classroom materials – textbooks.
14. Even though we have added some new career tech education programs (PLTW, 911 training and the upcoming pharmacy tech), we have lost some well-established vocational education programs (work experience, ROP, culinary arts and auto shop) through teacher retirements and district/site budget restrictions. Hopefully some of these programs can be resurrected and upgraded in the near future.
15. Limited new staff due to budget cuts and layoffs--- many existing, faculty will be retiring within the next 1-10 years.
16. Last new library books - 3 years ago.
17. Teacher Professional Growth Opportunities with District Support.

**Category D: Standards-based Student Learning: Assessment and Accountability**

Findings	Supporting Evidence
<p>Center High School's performance data is collected, analyzed and reported to parents, shareholders and students annually, bi-annually and quarterly through Aeries, the District, Sacramento County Office of Education, and California Department of Education. This data provides parents, shareholders and students continuous and effective feedback on student progress throughout the school year.</p>	<ul style="list-style-type: none"> <li>• CST Scores in all Subject Area</li> <li>• CELDT Scores</li> <li>• CMA Scores</li> <li>• ASVAB Scores</li> <li>• CAHSEE Score</li> <li>• AP Scores</li> <li>• PSAT Scores</li> <li>• Woodcock Johnson Readiness Scores</li> <li>• District Writing Assessment Scores</li> <li>• Degrees of Reading Power Scores</li> <li>• API Scores</li> <li>• Similar School Rankings</li> <li>• Progress Grade Reports</li> <li>• Quarter Grade Reports</li> <li>• Semester Grade Reports</li> <li>• Multiple Measures, LLC reports</li> <li>• Fitness Gram Reports</li> <li>• Cumulative Files</li> <li>• Single Plan for Student Achievement</li> <li>• School Accountability Report Card</li> </ul>
<p>Additional methods are utilized to collect, analyze and report performance data.</p>	<ul style="list-style-type: none"> <li>• Aeries Grade Book</li> <li>• Individualized Education Plans</li> <li>• Friday Reports</li> </ul>

**Basis for Determination of Performance Levels**

Findings	Supporting Evidence
<p>Students' grades, growth, and performance levels are determined by teachers' use of class-approved syllabus as a framework for student evaluation. Teachers determine through assessments how best to use progress through curriculum that best meets student/class needs.</p>	<ul style="list-style-type: none"> <li>• Aeries.</li> <li>• District Writing Rubrics</li> <li>• District Writing Assessments</li> <li>• Marzano Vocabulary Strategies</li> <li>• Weighted Grades</li> <li>• ELD Class</li> <li>• ELD Tutorial</li> <li>• Fitnessgram – 9th grade</li> <li>• Fitness Assessments – 10th - 12th grade</li> <li>• IEP Goals</li> <li>• Use of "P" for a passing grade for EL students and students with special needs</li> <li>• Common Departmental Quizzes, Unit Tests, Finals, and Projects in core subject areas</li> </ul>

**Appropriate Assessment Strategies**

Findings	Supporting Evidence
<p>Teachers use a variety of formative and summative assessment strategies. Assessment strategies include oral, written, and performance objectives. Assessment results and individual student progress goals and objectives are discussed departmentally and at staff meetings. For example, in the physical education department the teaching staff analysis the Fitnessgram results. They compare our data with the results from local schools. The English Department completes an annual writing assessment for all students. Teachers then collaborate and choose a common writing goal for students for that school year. Moreover, each grade has specific literary terms to be mastered at the end of that grade. Additionally, the English Department determines each student's reading level at the beginning of the school year to determine academic placement. ELD teacher uses CELDT scores to determine academic placement.</p>	<ul style="list-style-type: none"> <li>• Think, Pair, Share</li> <li>• Individual and group tests, quizzes, and projects</li> <li>• Individual and group presentations</li> <li>• Media presentations</li> <li>• Essays</li> <li>• Peer assessments</li> <li>• Cumulative semester finals</li> <li>• PowerPoint</li> <li>• Performance assessments</li> <li>• Pre-teaching and re-teaching Check for understanding</li> </ul>



	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Teacher observations</li> <li>• Constructive feedback</li> <li>• Front loading</li> <li>• Portfolios</li> <li>• Group projects</li> <li>• Classroom observation</li> <li>• Lesson plans</li> <li>• Aeries Grade Books</li> <li>• P.E. Fitness Gram</li> </ul>
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### Demonstration of Student Achievement

Findings	Supporting Evidence
Teachers use a variety of short term and long term assessment strategies. Assessment strategies include oral, written, and performance objectives. For example, all students take a school-wide quiz that includes the ESLRs. In addition, all 9th grade students complete a college I-Search paper.	<ul style="list-style-type: none"> <li>• Aeries Home Link</li> <li>• Center High School Website publications</li> <li>• Use of the Kiosk</li> <li>• CAHSEE results</li> <li>• Credits on transcripts</li> <li>• Eight reporting periods during the academic year</li> <li>• Placement tests for math and English</li> <li>• English standardized rubrics DWA, DRP, CELDT data processed quickly to identify student level(s)</li> </ul>

### Curriculum Embedded Assessments

Findings	Supporting Evidence
Students have daily formative and frequent summative assessments. For example, teachers check for understanding, comprehension checks, quizzes, choral response, individual oral response, tests, projects, research-based papers, and state standardized tests. Special Education students are assessed in the same manner with the addition of Woodcock-Johnson and CAPA including any stipulated	<ul style="list-style-type: none"> <li>• Check for understanding</li> <li>• Comprehension checks</li> <li>• Quizzes</li> <li>• Choral response</li> <li>• Individual oral response</li> </ul>

modifications/accommodations. ELD students are also assessed in the same manner as a result of immersion. However, they are given a tutorial class for support. CELDT is administered to ESL students annually.	<ul style="list-style-type: none"> <li>• Unit Tests</li> <li>• Finals</li> <li>• Projects</li> <li>• Research-based papers</li> <li>• CST</li> <li>• CAHSEE</li> <li>• CELDT</li> </ul>
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### Student Feedback

Findings	Supporting Evidence
Teachers receive constant, necessary feedback from their students from various assessments. This information is compared to the California Academic Content Standards. The teachers use the feedback to determine what needs to be re-taught, clarified, and modified. For example, when a teacher realizes a lesson is too difficult, he or she modifies the lesson so all students can access the information and then display understanding. Students are active participants of the teaching and learning process because they are engaged in a variety of techniques and differentiated instruction.	<ul style="list-style-type: none"> <li>• AERIES</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Essays</li> <li>• Rubrics</li> <li>• Oral Participation</li> <li>• Checks for Understanding</li> <li>• Scaffolding</li> <li>• Small group instruction</li> <li>• Higher order thinking</li> <li>• Chunking</li> <li>• Group Projects</li> <li>• Bloom's Taxonomy</li> </ul>

### Modification of the Teaching/Learning Process

Findings	Supporting Evidence
Core classes previously used EDUSOFT, but EDUSOFT has been dropped by the district and we are scheduled to incorporate MMARS as a system to collect and analyze student assessment. However, as of yet, we have not been trained on how to use MMARS. The Math Department is constantly analyzing test data including CST, CAHSEE, AP, EAP, and classroom assessments to guide instruction. The Social Science, Science, and English Department have analyzed CST, CAHSEE, AP, and grade mark distribution data	<ul style="list-style-type: none"> <li>• CAHSEE Prep Classes for English (Foundations) and Math (ALEKS)</li> <li>• Inclusion of MARS and teacher training</li> <li>• CST</li> <li>• CAHSEE</li> </ul>

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to determine the best instructional practices. The Special Education Department analyzed academic performance in general education and special education classes, CST, CAHSEE, CAPA, and Woodcock Johnson results to determine appropriate placement and accommodations/modifications.	<ul style="list-style-type: none"> <li>• CAPA</li> <li>• AP</li> <li>• EAP</li> <li>• Woodcock Johnson</li> </ul>
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### Monitoring of Student Growth

Findings	Supporting Evidence
Student progress is monitored on an ongoing basis throughout the school year using a variety of assessments. For example, faculty and department meetings are used to determine areas of need based on the CST scores, and grade reports (progress, quarterly, and semester). The middle school and high school collaborate and articulate in regards to the incoming freshmen students. As a result of the data, we created several new intervention courses to help students achieve a higher level of proficiency in the areas of math and English. For example, our results indicate improvement in English CST scores for those who tested in the Basic and Below Basic categories. Additionally, our Success Strategies course has helped freshmen who were failing the majority of their classes when they entered Center High School.	<ul style="list-style-type: none"> <li>• CST</li> <li>• CAHSEE</li> <li>• DWA</li> <li>• DRP</li> <li>• CELDT</li> <li>• Fitnessgram</li> <li>• Foundations English</li> <li>• Success Strategies</li> <li>• Academic Enrichment (math)</li> </ul>

### D1 and D2. Assessment and Accountability: Additional Findings

Findings	Supporting Evidence
From examining additional relevant evidence, we have learned that additional measures have impacted how these criteria are being addressed. For example, we have implemented various programs to increase academic success: Success Strategies, Foundations English, CAHSEE Prep, Math Lab, ALEKS, ODYSSEYWARE/Credit Recovery, EL Tutorial, and STEM Based programs (Bio Medical Sciences and Principles of Engineering).	<ul style="list-style-type: none"> <li>• Success Strategies</li> <li>• Foundations English</li> <li>• CAHSEE Prep</li> <li>• Math Lab</li> <li>• ALEKS</li> <li>• ODYSSEYWARE/Credit Recovery</li> <li>• EL Tutorial</li> <li>• STEM Based programs</li> <li>• Bio Medical Sciences</li> <li>• Principles of Engineering</li> </ul>
Findings	Supporting Evidence

CST scores have been used to determine student growth. We have used this information to create support classes for English and Math.	<ul style="list-style-type: none"> <li>• English 9 Foundations</li> <li>• English 10 Foundations</li> <li>• Algebra 1A</li> <li>• Academic Enrichment (ALEKS)</li> <li>• Peer Tutors</li> </ul>
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**D3 and D4. Assessment and Accountability Criterion**

Findings	Supporting Evidence
<p>Shareholders are involved in the assessment and monitoring process of student progress throughout the school year through various avenues of assessment. For example, the district office sends student performance data to the students and Center High School. Moreover, parents, students, administration and counselors have constant access to grades and attendance via Aeries. Teachers are encouraged to keep updated grade books on Aeries. Teachers have access to their students' grades in other courses during progress, quarter, and semester grade reports. Not all parents have access to a computer; therefore, we need to come up with a viable solution so all parents can have access to the information.</p> <p>Additionally, the ELD teacher informs general and special education teachers of their current students' EL level. Parents receive CELDT scores annually. The information shared among the board, the district, school, and other stakeholders has room for improvement. For example, the district and school needs to provide teachers with current, understandable data regarding their students.</p>	<ul style="list-style-type: none"> <li>• STAR/CAHSSE</li> <li>• Letter grades and course percentages are reported formally eight times per year.</li> <li>• CELDT Reports</li> <li>• Teachers update Aeries regularly.</li> <li>• Teachers provide standards-based instruction.</li> <li>• Test assessments, quizzes, and performance tests</li> <li>• Essays, unit exams, projects</li> <li>• AERIES is provided for parents and staff to access grades and progress.</li> <li>• Counselors have annual meetings with students regarding academic progress.</li> <li>• Multiple "F's" are "red flagged" by counselors.</li> <li>• Attendance staff monitor student attendance to ensure that students are logged on Aeries</li> <li>• Self-assessments on group assignments with peer feedback</li> </ul>

**Reporting Student Progress**

Findings	Supporting Evidence
<p>District, board, and parents are regularly informed about student progress toward achieving the academic standards throughout each academic year. For example, API scores are published online and in newspapers. Additionally, Open House, Back to School Night, and ELAC meetings may be a time to see student progress. Finally, the school supports two annual events that promote student achievement, the Top Ten and Purple Cord Dinners.</p>	<ul style="list-style-type: none"> <li>• Eight formal reporting periods during the academic year</li> <li>• Grades and assessments are available at all times via Aeries online</li> <li>• Internet</li> <li>• Newspaper Articles</li> <li>• Teacher emails</li> <li>• Teacher phone calls</li>   <li>• Purple Cord Dinner</li> <li>• Top Ten</li> <li>• ELAC Meetings</li> </ul>

**Modifications Based on Assessment Results**

Findings	Supporting Evidence
<p>Assessment results have caused many changes in the school programs, professional development activities and resource allocations, demonstrating a results-driven continuous process. For example, the creation of Project Lead the Way, 911 Dispatcher/Call/Center/Customer Service Program. Funds have been used to create Success Strategies and add another English Foundations class. Finally, AP psychology and AP English 11 have been added as course offerings for the 2012/2013 school year.</p> <p>PLCs are being created to allow departments to work collaboratively, examine data, to create grade-alike assignments, and determine what needs to be done to modify curriculum to increase student success.</p>	<ul style="list-style-type: none"> <li>• 504 accommodations</li> <li>• CASHEE prep for students who have not passed the Exit Exam</li> <li>• Math Lab to support academically struggling students</li> <li>• ELD Tutorial</li> <li>• High Quality First Instruction in-service</li> <li>• Project Lead the Way Bio Medical and Engineering Programs</li> <li>• 911 Dispatcher/Call Center/ Customer Service Program</li> <li>• Teachers share with students the importance of test-taking skills and doing their best on tests.</li> <li>• Earth Science and Life</li> </ul>

	<p>Science courses were created to support below-basic students.</p> <ul style="list-style-type: none"> <li>• Fitness-Gram results for grades 5, 7, 9 support Physical Ed outcomes and test/performance expectations.</li> <li>• Creation of AP Lang &amp; Comp to support advanced students</li> <li>• Foundations in English grades 9 and 10</li> <li>• Success Strategies by GPA</li> </ul> <ul style="list-style-type: none"> <li>• Allocation of Funds: push-up benches for PE, Computer Lab for Science, Bio-medical materials</li> </ul>
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### D3 and D4. Assessment and Accountability: Additional Findings

Findings	Supporting Evidence
<p>Center High School's recent assessment of student achievement has significantly altered the master schedule. Due to a decrease in enrollment, Center added additional programs to prevent further matriculation. One set of changes was driven by students' failure to achieve academically. For example, the English department added Foundations classes for English 9 and 10. The Math department created a support class called Academic Enrichment utilizing a web-based program for diagnostic and assessment. Special Education department added a math lab. The school, in general, added CAHSEE support classes, credit recovery classes/ODYSSEYWARE, SUCCESS classes for failing 9th and 10th graders. Additionally, Title 1 funding has paid for an ELD teacher and an ELD tutorial support class.</p> <p>The other set of changes was due to a lack of competitive academic programs. The Science department added a</p>	<ul style="list-style-type: none"> <li>• English Foundations 9/10</li> <li>• Math Academic Enrichment</li> <li>• Math Lab</li> <li>• CAHSEE Support Classes</li> <li>• Credit Recovery Program</li> <li>• Success Classes</li> <li>• ELD Class</li> <li>• ELD Tutorial Support Class</li> </ul>

<p>biomedical science and engineering program through Project Lead The Way. The Career Tech department developed a program called 911 Dispatcher/Call Center/Customer Service Program. For the 2013/2014 school year there will be a possible implementation of a Pharmacy Technician program. Information night for this program was well attended.</p>	<ul style="list-style-type: none"> <li>• Project Lead the Way: Biomedical and Engineering</li> <li>• 911 Dispatcher/Call Center/ Customer Service Program</li> <li>• Possible Pharmacy Technician Program 2013-2014</li> </ul>
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Findings	Supporting Evidence
<p>At the beginning of the 2012-2013 school year, Center High School's credentialed staff participated in the High Quality First Instruction in-service which included four sessions. Classroom instruction was observed by the facilitator and site administrators. The classroom teachers received feedback on the utilization of the HQFI methods.</p> <p>The English department added an AP English Language and Composition class and participated in staff development during the summer.</p> <p>Intensive staff development in preparation for the Project Lead The Way program.</p> <p>The teacher's association provided funds for teaching conferences.</p> <p>Teachers attended a county sponsored in-service regarding the acquisition of funds for CTE courses.</p>	<ul style="list-style-type: none"> <li>• High Quality First Instruction</li> <li>• AP Language and Composition</li> <li>• Project Lead the Way</li> <li>• Staff Development</li> <li>• Funding from the Teacher's Association</li> <li>• County Sponsored In-service</li> </ul>

**Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Improvement in API scores, graduation rate, CAHSEE results
- Administration stability.
- Changes in the Physical Education curriculum to promote success on fitness assessments.
- Addition of 9th and 10th grade English Foundations.
- Success strategies for underperforming 10th grade students.

**Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- Student Data is not disaggregated among teachers in a consistent and meaningful way.
- Lack of allocated departmental collaboration time.
- Teachers have not received training for MMARS.
- Staffing needs consistent placement in subject areas, not constant change into new or different subject areas.
- Low performance Pre-Algebra STAR testing.



## Category E: School Culture and Support for Student Personal and Academic Growth

### E1. School Culture and Student Support Criterion

Findings	Supporting Evidence
<p>The school makes it easy for parents to stay informed of student progress. Through AERIES, parents are involved in the on-going academic process. CHS encourages parents and students to be actively involved in the teaching/learning process by maintaining an AERIES account, allowing them to keep track of all assignments.</p> <p>Progress report grades are only posted on AERIES, instilling a sense of responsibility for parents towards keeping involved in their students' success at CHS.</p> <p>Strategies employed to get parents involved on the CHS campus include open house, elective fairs, ELL community open invite meetings. Communications and invitations are made through the Auto dialer and electronic media. Students are offered extra credit and incentives, such as free homework pass to encourage parent participation at events.</p> <p>Translation on website for non-English speaking parents is provided. On-site translators are also available for home and school meetings.</p> <p>Activities, athletics, and community outreach are also promoted.</p>	<ul style="list-style-type: none"> <li>• Center Booster Club</li> <li>• ABI (Homelink) parents transcripts and CST CASEE scores</li> <li>• Teacher websites</li> <li>• Weekly update (e-mail)</li> <li>• Cougar Connection</li> <li>• Autodialer</li> <li>• Marquee</li> <li>• Theatre</li> <li>• Back to School Night</li> <li>• College and Career Day</li> <li>• CHS outreach meetings with WCR</li> <li>• Homecoming</li> <li>• School Website and resources (translated) (calendar)</li> <li>• Facebook page (CHS)</li> <li>• Graduation is televised CTV accessible at home (Youtube)</li> <li>• University information night (meeting)</li> <li>• Translators (EL welcome lunch)</li> <li>• SSTs 504s IEPs</li> <li>• Clubs</li> <li>• SARC published</li> <li>• ESLRS on website</li> <li>• School Site Council (meeting dates)</li> <li>• Chaperoned Field Trips</li> <li>• School Dances</li> <li>• Coaching Sports</li> <li>• Fundraising Activities</li> <li>• Booster Club</li> <li>• Freshman Orientation</li> <li>• Link Crew</li> </ul>

	<ul style="list-style-type: none"> <li>• Top 10 Dinners (recognitions)</li> <li>• Senior Award Night</li> <li>• Purple Cord Dinner</li> <li>• Athletic Awards (post season ceremonies)</li> <li>• Parent reviewing students' 4 year plans</li> <li>• Teacher contacts and syllabi</li> <li>• Tardy and attendance</li> <li>• Parents' Night meetings for athletics (fall winter spring)</li> </ul>
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### Use of Community Resources

Findings	Supporting Evidence
<p>Center High School utilizes community organizations and resources to support and enrich student learning and career exploration.</p> <p>The majority of students attend the College and Career Center and field trips to local universities and colleges. Military and private career colleges sponsor presentations and expos. All juniors and seniors participate in the 'Every 15 Minutes' program and the DUI court.</p> <p>Parents access information for the benefit of their student through communications, such as the Auto dialer and electronic media. Students are offered extra credit and incentives, such as free homework pass to encourage parent participation at events.</p> <p>Homecoming activities and athletic events attract many parents and community members. Parents are involved in the Booster Club, and organizing and sponsoring events such as Sober Graduation Night, Top 10 Dinner.</p> <p>Community service requirements expose students to a variety of political, volunteer and career opportunities. Media Communications Academy, Emergency Dispatcher, Pharmaceutical Technician (pending) and PLTW Biomedical and Engineering programs involve links to business and industry.</p>	<ul style="list-style-type: none"> <li>• Outside guest speakers are utilized by many disciplines and teachers to support content relevance.</li> <li>• MCA uses mentor placement</li> <li>• College and Career center provides college tours, speakers and events such as the college and faire.</li> <li>• Military and Private Career Colleges sponsor on-site presentations</li> <li>• Community groups such as the Lions Club, Bank of America, and Schwab-Rosenhouse support graduating seniors.</li> <li>• Workability Program/ Department of Rehabilitation placement and support</li> <li>• EOPS program</li> </ul>

**Parent/Community and Student Achievement**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Student achievement is communicated and recognized by all aspects of the expected student learning results. These methods of communicating student expectations include 'acculturating the students' through school sponsored events.</p> <p>Parents access information for the benefit of their student through communications, such as the Auto dialer and electronic media. Students are offered extra credit and incentives, such as free homework pass to encourage parent participation at events.</p> <p>School Site Council is attended by parents and community members, who may address issues and participate in the decision-making process.</p>	<ul style="list-style-type: none"> <li>• Clubs</li> <li>• SARC published</li> <li>• ESLRS on website</li> <li>• School Site Council (meeting dates)</li> <li>• API and AYP information is published on the website</li> <li>• Sports</li> <li>• Booster Club</li> <li>• Freshman Orientation</li> <li>• Link Crew</li> <li>• Top 10 Dinners (recognitions)</li> <li>• Senior Award Night</li> <li>• Purple Cord Dinner</li> <li>• Athletic Awards (post season ceremonies)</li> <li>• Parent reviewing students' 4 year plans</li> <li>• Teacher contacts and syllabi</li> <li>• Tardy and attendance</li> <li>• Parents night meetings for athletics (fall winter spring)</li> </ul>

**E1. School Culture and Student Support: Additional Findings**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Center High could better stress the connection and relevance of the ESLRs to the individual student and their educational needs.</p> <p>Modes of communication with parents and the community have greatly increased since the last WASC visitation.</p>	<ul style="list-style-type: none"> <li>• Advocacy meetings</li> <li>• Facebook</li> <li>• Auto dialer</li> <li>• Website</li> <li>• Weekly E-mail newsletters</li> <li>• CENTER LINE Newsletter</li> <li>• Cougar Connection Newsletter</li> <li>• Marquee</li> </ul>
<b>Findings</b>	<b>Supporting Evidence</b>
<p>The school community maintains open communication with parents of students that are performing at or below basic</p>	<ul style="list-style-type: none"> <li>• Credit recovery classes</li> <li>• Academic Enrichment classes</li> </ul>

<p>level to assess, intervene and address these students' academic shortcomings. A personalized academic plan is then designed and put into place to ensure the success of these identified students.</p> <p>Response to interventions and credit recovery is closely tracked by the teacher of record and reported to counselors and administration.</p>	<ul style="list-style-type: none"> <li>• Foundations English</li> <li>• CAHSEE support</li> <li>• Strategies for Success (9<sup>th</sup>, 10<sup>th</sup> grades)</li> </ul>
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## E2. School Culture and Student Support Criterion

### Safe, Clean, and Orderly Environment

Findings	Supporting Evidence
<p>The school site is orderly, clean, and maintained to ensure student safety and pride.</p> <p>School safety plans and procedures are practiced and available in each classroom.</p> <p>Campus-wide drills are scheduled and performed with debriefing and reflection of the procedures. Staff and student feedback is heard.</p> <p>A safe, orderly, clean and well maintained campus enhances the students' ability to learn and succeed on the CHS campus. Pride in the appearance of the campus and classroom gives the students the feeling that the time they spend here at CHS is valued and important.</p> <p>Confidence in the security measures at CHS also nurtures student learning by building a culture of safety and providing peace of mind.</p>	<p><b>SAFE:</b></p> <ul style="list-style-type: none"> <li>• SROs Campus monitors</li> <li>• Locked campus gates (closed campus)</li> <li>• Video cameras monitored off site via Twin Rivers Police Department</li> <li>• Teachers' campus duty schedule am/pm</li> <li>• Required faculty supervision at all after-hours activities and events, volunteers</li> <li>• Fire and emergency drills</li> <li>• Detention and in-house suspension</li> </ul> <p><b>CLEAN:</b></p> <ul style="list-style-type: none"> <li>• Landscaping in front/side (CSF) of campus</li> <li>• Painting of doors (some)</li> <li>• Plantings lawn and open areas at front and side of school</li> <li>• Reduced time on task for custodial crew (budgetary)</li> <li>• Trash pick-up (staff) improving</li> </ul> <p><b>ORDERLY:</b></p> <ul style="list-style-type: none"> <li>• Fire and emergency drills conducted monthly</li> <li>• District-wide disaster drill</li> </ul>

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	<p>held yearly</p> <ul style="list-style-type: none"> <li>• On-line behavior and tardy referrals</li> <li>• Daily bulletin with bell schedules</li> <li>• Student agendas provided at no cost to students</li> </ul>
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### High Expectations/Concern for Students

Findings:	Supporting Evidence
<p>The school AP Honor Roll Program and Center Scholars recognize high achieving students.</p> <p>Students with career goals other than a four year college degree are being addressed by newly adopted programs.</p> <p>Below and far below basic students' academic needs are being addressed through enrollment in remedial courses.</p> <p>High expectations and ESLRs demonstrate caring and concern for students. This culture exists at CHS through the recognition of individual differences. Teachers and coaches at CHS consistently expect student growth and authentic progress. Center High School's motto is, "Home of Scholars and Champions."</p>	<ul style="list-style-type: none"> <li>• Math, prerequisite grades for next class</li> <li>• Honors Program (Center Scholars)</li> <li>• AP Language and Composition (new)</li> <li>• AP Psych. (new)</li> <li>• AP Course: Stats, Calc., U.S. History, Macro Econ, AP Bio, Govt.</li> <li>• Honors: Alg II, Physics, Pre-Calc., World History, 9th – and 10th English,</li> <li>• Academic enrichment in English &amp; Math, Success Strategies, CAHSEE Support, after school tutoring</li> <li>• Clubs: Spanish, FBLA, Drama, Bible, APIC, Chess, Astronomy, Anime</li> <li>• Athletics</li> <li>• Interventions (teacher notifications)</li> <li>• SST process</li> <li>• 504s, IEPs, differentiated instruction, HQFI,</li> <li>• Support from teacher's website</li> <li>• Mastery learning (Foreign Lang tests and quizzes, Earth, Biology, Math dept. spiraled learning)</li> <li>• Strategic goals (5 year plan)</li> <li>• CONTINUOUS SCHOOL IMPROVEMENT</li> </ul>

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	<ul style="list-style-type: none"> <li>• WASC</li> <li>• New programs: PLTW, 911, Pharmaceutical Technician (pending)</li> <li>• Common Core</li> <li>• Single Plan</li> <li>• EL (more sheltered classes for 1s and 2s??)</li> <li>• Academic Enrichment</li> <li>• CAHSEE</li> <li>• Success Strategies</li> <li>• Foundation English (9-10)</li> <li>• Professional Learning Communities</li> <li>• Algebra I (college prep level as a requirement)</li> <li>• More access to computer labs, more labs</li> <li>• Dept. Chair meetings</li> <li>• Updated New Teacher's Handbook</li> <li>• Teacher evaluations, walk-throughs, informal evaluations</li> <li>• Conferences</li> </ul>
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### Atmosphere of Trust, Respect and Professionalism

Findings	Supporting Evidence
<p>Department meetings and time set aside for "appreciations" at weekly staff meetings facilitate an atmosphere of trust and respect.</p> <p>An atmosphere of trust, respect and professionalism are supported by staff-generated meeting norms.</p> <p>Through an expected set of professional practices of trust and respect by the staff, the students share those values in and out of the classroom. This leads to a more effective learning environment. CHS student handbook promotes student citizenship and ethical values. Through the handbook, these expectations are shared with parents and shareholders. As students witness and learn these ethical values at CHS, they are shared at home.</p>	<ul style="list-style-type: none"> <li>• PLC in the works</li> <li>• Encouraged to collaborate by grade-alike and discipline</li> <li>• Professional development on Common Core, PLTW, 911, Committees district wide, teacher handbook, HQFI, teacher additional hour duties, appreciations at staff meetings.</li> <li>• Collaboration in dept. meetings</li> </ul>

**E2. School Culture and Student Support: Additional Findings**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Professional Learning Communities are a natural progression towards meeting our campus-wide mission.</p> <p>Current educational research is shared with the entire staff in a number of ways, depending on the most cost-effective options available. Examples include discipline-based conferences, Common Core workshops at the county office of education. Examples of how these current educational trends and practices are disseminated would include weekly departmental meetings, e-mailings, staff meetings, grade-alike meetings, and to include district wide meetings. These skills and best practices are then employed in the classroom and shared with the students to support our CHS ESLRs.</p>	<ul style="list-style-type: none"> <li>• MMARS</li> <li>• SARC</li> <li>• ESLRS</li> <li>• Mission Statement</li> <li>• High Quality First Instruction</li> </ul>

**E3 and E4. School Culture and Student Support Criterion****Adequate Personalized Support**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Center High School has many resources from which to draw from to support students in areas such as health, career and personal counseling.</p> <p>Academic assistance is provided by teachers, instructional aides, college and career coordinator, peer tutors, and targeted class offerings.</p> <p>Currently CHS has a shortage of two full time counselors, limiting effective service. Counselor to pupil ratio is currently 1 to 685.</p> <p>Daily lesson plans and instructional practices reinforce CHS ESLRs through tutoring, various interventions, and support services to reinforce personalized learning and individual student needs.</p>	<ul style="list-style-type: none"> <li>• 2 counselors (drop-ins as needed)</li> <li>• Mental Health support in-district</li> <li>• Foster Student Services</li> <li>• Homeless Student Services</li> <li>• College and Career Center</li> <li>• Tutoring (individual teachers, set days and times)</li> <li>• Nurse (on call)</li> <li>• Psychologist and psychologist interns</li> <li>• College Fair</li> <li>• College Information Night</li> <li>• Four year plan (counselors)</li> <li>• IEPs 504s, EL, SSTs</li> <li>• Interventions: tutoring, success strategies, academic enrichment,</li> <li>• Attendance interventions</li> <li>• Study skills</li> </ul>

## Center High School WASC/CDE Self-Study Report

	<ul style="list-style-type: none"> <li>• AERIES interventions, Homelink</li> <li>• Teacher websites to support learning</li> <li>• Textbooks on-line</li> <li>• Teacher contact w/ parents/guardians</li> <li>• (reduction in counseling FTEs)</li> <li>• Regularly assigned homework</li> <li>• Differentiated instruction: learning styles (methodologies)</li> </ul>
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### Direct Connections

Findings	Supporting Evidence
<p>The ESLRs are drawn upon as the foundation for providing education and support services for students. Referrals are made based upon how limited on-site resources can be utilized to meet these goals.</p>	<ul style="list-style-type: none"> <li>• Community service requirement for seniors</li> <li>• Club and class advisors to support extracurricular activities</li> <li>• Athletics</li> <li>• Arts/music and community outreach (plays)</li> <li>• Credit recovery: academic enrichment (FTEs)</li> <li>• CAHSEE class</li> <li>• Counselors, Administrators, Nurse, Psychologist and Psychologist intern on site and district resources</li> </ul>

### Strategies Used for Student Growth/Development

Findings	Supporting Evidence
<p>Center High School utilizes student success teams as needed to address individual student's academic needs.</p> <p>Our administrative team has proactively worked with the special education department and parents to update and implement 504 plans and Individualized Education Plans. Teachers and staff support these interventions and accommodations in the classroom.</p> <p>Center High School has developed many new remedial and intervention courses to address student's individual needs.</p>	<ul style="list-style-type: none"> <li>• IEPs, 504s, ELs, CELDT, SSTs, Parent-teacher conferences, teacher websites.</li> <li>• Reduction of 9th grade English class size</li> <li>• Mainstreaming of resource special education students</li> <li>• Study Skills classes</li> <li>• Addition of 9th and 10th foundations for English</li> <li>• Success Strategies for failing</li> </ul>



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Regular meetings are attended by administration, success and foundation teachers, and counselors to address and reflect upon these new courses and their efficacy.	<p>students</p> <ul style="list-style-type: none"> <li>•Academic enrichment for math</li> <li>•CAHSEE elective course</li> <li>•7 Honors courses</li> <li>•9 AP courses</li> <li>•Center Scholars</li> <li>•911</li> <li>•PLTW</li> <li>•MCA</li> <li>•Credit recovery and on-line options (ODYSSEYWARE)</li> <li>•AVID</li> <li>•Summer school</li> <li>• PLCs</li> </ul>
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### Support Services and Learning

Findings	Supporting Evidence
<p>Center High School has many offerings in after-school clubs and activities, which serve all students.</p> <p>Leadership team members all attend 504 and IEP meetings which are implemented on behalf of the students. Teachers that attend these meetings reinforce a personal relationship with the student and the parent which connects to learning in and out of the classroom.</p> <p>Students are encouraged to participate in extra-curricular clubs, activities and athletics which better reinforces learning and a sense of community on CHS campus.</p>	<ul style="list-style-type: none"> <li>• PLCs and reflective examination of programs and policies</li> <li>• Leadership team members all attend 504 and IEP meetings</li> <li>• Leadership plans and allocates class sections and offerings dependent upon student needs (with MMARS)</li> <li>• Master Scheduling designed from student needs and requests (student schedule requests)</li> <li>• Informal observations by leadership team</li> <li>• Standards-based instruction</li> <li>• Clubs and activities</li> </ul>

### Equal Access to Curriculum and Support

Findings	Supporting Evidence
Center High School has offered several new programs that offer alternatives in the master schedule.	<ul style="list-style-type: none"> <li>• PLTW Biomedical</li> <li>• PLTW Engineering</li> </ul>

<p>All programs, elective classes, and extended day periods are available to all students that academically qualify, and are encouraged to attend. These programs have enabled all participating students to academically succeed. For example, all lowest achieving freshmen entering at the Algebra IA level can complete through Algebra II and be CSU/UC competitive before finishing CHS graduation requirements.</p>	<ul style="list-style-type: none"> <li>• 911 Dispatch Program</li> <li>• Pharmacy Tech (pending) ODYSSEYWARE</li> <li>• Zero and 7<sup>th</sup> period day</li> <li>• Credit Recovery</li> </ul>
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### Co-Curricular Activities

Findings	Supporting Evidence
<p>The expectation at CHS is that athletes maintain academic standards BEFORE representing the school in athletics.</p> <p>ESLRs are supported by maintaining academic requirements and community service.</p> <p>In order for students to participate in co-curricular activities, students are monitored based on grades earned, attendance, and behavior in the classroom.</p> <p>The number and variety of activities offered here at CHS are an attractive incentive to keep students motivated and engaged in their academics. CHS monitors student/parent feedback and involvement by way of the annual Parent Survey conducted on-line.</p>	<ul style="list-style-type: none"> <li>• Athletic study hall sessions, monitored by certificated coaches</li> <li>• Community driven after school peer tutoring, documented as school service hours</li> <li>• College and Career tutoring</li> <li>• College application workshops</li> <li>• Friday reports (grade checks)</li> <li>• Community Service: political and service-based</li> <li>• Annual Parent CHS Survey</li> </ul>

### Student Involvement in Curricular/Co-Curricular Activities

Findings	Supporting Evidence
<p>Students at Center High School tend to be involved in several aspects of co-curricular activities. See Appendix for chart.</p> <p>School Site Council approves funding and oversight of co-curricular activities. SSC evaluates continued club support using ESLRs as a measure.</p>	<ul style="list-style-type: none"> <li>• SARC</li> <li>• Club rosters</li> <li>• Athletics</li> <li>• Theatre productions</li> <li>• Yearbook</li> <li>• School Site Council</li> </ul>

**WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs**

**Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- In a time of reduced funding, Center High School is still able to provide quality instruction and a sound foundation of college preparatory coursework and quality career technical education offerings. Center High School's dedicated veteran educators continue to improve the educational culture through personal initiative.
- Center High School maintains student-centered and co-curricular traditions that have been developed over the years.

**Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- More course offerings for non-college bound students in career technical education are needed.
- Professional development is needed, especially to facilitate the transition to Common Core state standards.
- Center High School can benefit from additional training in technology applications to meet the changing learning styles of students.
- A campus-wide approach to interventions and 'response to intervention' to save students from failing their academic caseload is needed. This growth area is impacted by shortages in funding and resources at CHS.

## **Prioritized Areas of Growth Needs from Categories A through E**

1. Technology Improvements – Hardware and software upgrades and expansion of facilities needed throughout campus
2. Professional development opportunities – Release time for conferences, school/classroom visitations, workshops, in-district training. Access and training with current user-friendly assessment and reporting software (Ex. Multiple Measures Assessment and Reporting (MMARS)).
3. Need to incorporate more electives into the master schedule.
4. Need to reduce class sizes.
5. Updating of instructional and student materials.
6. More course offerings for non-college bound students in career technical education.
7. A campus-wide approach to interventions and 'response to intervention' to save students from failing their academic caseload is needed. This growth area is impacted by shortages in funding and resources at CHS.
8. Professional development is needed, especially to facilitate the transition to Common Core State Standards.
9. Need to increase counseling staff from 2 to 3.
10. Center High School can benefit from additional training in technology applications to meet the changing learning styles of students.
11. Motivated students are taking advantage of programs and assistance, but the challenge is to hope the less-motivated student take advantage of educational opportunities.

## Chapter Five:



### School-Wide Action Plans

## Chapter V – Action Plans

<p><b>ACTION PLAN #1:</b> Technology Improvements – Hardware and software upgrades and expansion of facilities needed throughout campus.</p>
<p><b>RATIONALE:</b></p> <ul style="list-style-type: none"> <li>• Due to budget cutbacks, the average age of computers on campus is nearly 10 years old. Many older machines are having difficulty running current software.</li> <li>• Many classrooms still do not have computer projectors installed.</li> <li>• Only three Smart Boards are on campus.</li> <li>• Wireless Internet is available for only 40% of the campus.</li> <li>• Our 3 open campus computer labs have a limited number of stations making it difficult to accommodate current class sizes.</li> <li>• The current feed from the local cable provider comes into the school in digital format, but our current cable infrastructure and televisions only handle analog signals. This conflict doesn't allow the school to receive outside cable channels.</li> <li>• Current software and operating systems are outdated.</li> <li>• Students need to be prepared to utilize the most up-to-date technology for future education and employment</li> </ul>
<p><b>ESLRs Addressed:</b> Self-Directed Learner, Critical Thinker, Effective Communicator, Quality Producer</p>

Product	Action Steps	Accountability	Timeline	Resources Needed
Replace aging computers	<ul style="list-style-type: none"> <li>• Develop a five-year Center High School technology plan that</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• District Technology Committee</li> <li>• Site Computer</li> </ul>	<ul style="list-style-type: none"> <li>• Computer inventory by May 30, 2013</li> <li>• Develop plan by September 15, 2013</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Donated computers</li> </ul>

	includes updating and replacing computers across the campus <ul style="list-style-type: none"> <li>• Computer inventory</li> <li>• Implement five-year plan</li> </ul>	Technician <ul style="list-style-type: none"> <li>• Site technology committee</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation according to the prioritization schedule established by the timeline of the five-year plan.</li> <li>• Committee developed by May 1, 2013</li> <li>• Meeting schedule created by May 15, 2013</li> </ul>	
Upgrade computer operating systems to current standards	<ul style="list-style-type: none"> <li>• Develop a five-year Center High School technology plan that includes updating computer operating systems across the campus</li> <li>• Implement five-year plan</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• District Technology Committee</li> <li>• Site Computer Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Develop plan by September 15, 2013</li> <li>• Implementation according to the prioritization schedule established by the timeline of the five-year plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> </ul>
Install computer projectors in all classroom	<ul style="list-style-type: none"> <li>• Develop a five-year Center High School technology plan that includes installing computer projectors across the campus</li> <li>• Implement five-year plan</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• District Technology Committee</li> <li>• Site Computer Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Develop plan by September 15, 2013</li> <li>• Implementation according to the prioritization schedule established by the timeline of the five-year plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> </ul>
Install Smart or similar Boards in classrooms.	<ul style="list-style-type: none"> <li>• Develop a five-year Center High School</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• District Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Develop plan by September 15, 2013</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> </ul>

	technology plan that includes installing Smart Board or similar devices accross the campus <ul style="list-style-type: none"> <li>• Implement five-year plan</li> </ul>	Committee <ul style="list-style-type: none"> <li>• Site Computer Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation according to the prioritization schedule established by the timeline of the five-year plan.</li> </ul>	
Provide training for all new technology	<ul style="list-style-type: none"> <li>• Develop a five-year Center High School technology plan that includes training for the new technology</li> <li>• Implement five-year plan</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• District Technology Committee</li> <li>• Site Computer Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Will be scheduled as new technology is implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Allocation of time for tranining of staff</li> </ul>
Install a permanent Wi-Fi solution	<ul style="list-style-type: none"> <li>• Follow the three-year District Wi-Fi Plan for updating and replacing the current Wi-Fi</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• District Technology Committee</li> <li>• Site Computer Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation according to the prioritization schedule established by the timeline of the District Plan</li> </ul>	<ul style="list-style-type: none"> <li>• E-rate funding</li> <li>• Wi-Fi capable devices</li> <li>• Strong firewall</li> </ul>
Create computer labs appropriate for classroom use	<ul style="list-style-type: none"> <li>• Upgrade current labs to accommodate all student needs</li> <li>• Implement five-year plan</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• District Technology Committee</li> <li>• Site Computer Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Develop plan by September 15, 2013</li> <li>• Implementation according to the prioritization schedule established by the timeline of the five-year plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate Facilities</li> <li>• Funding</li> </ul>



Investigate the need for cable connection infrastructure and improvements necessary to handle digital signaled content	<ul style="list-style-type: none"> <li>• Survey staff utilizing Survey Monkey</li> <li>• Discuss with cable company</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• District Technology Committee</li> <li>• Site Computer Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Survey completed by May 30, 2013</li> </ul>	<ul style="list-style-type: none"> <li>• E-rate funding if found necessary</li> </ul>
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**ACTION PLAN #2:** Professional development and collaboration opportunities – Release time for conferences, school/classroom visitations, workshops, in-district training. Access and training with current or other data reporting system that is user-friendly (Ex. Multiple Measures Assessment and Reporting (MMARS) or EduSoft).

**RATIONALE:** Due to budget cutbacks, there have been limited opportunities to participate in on-going professional development opportunities. Professional development will be crucial to implement Common Core State Standards and Professional Learning Communities. Development in the area of utilizing the MMARS or other student data system will allow staff to analyze data and adjust instruction accordingly.

**ESLR Addressed:** Critical Thinker, Effective Communicator. Quality Producer

Product	Action Steps	Accountability	Timeline	Resources Needed
MMARS	Develop one year plan for training and implementation	<ul style="list-style-type: none"> <li>• Administration, District Tech. Committee</li> </ul>	Plan ready by May 2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Trainers</li> <li>• Time</li> </ul>

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Common Core Implementation	Teachers to attend workshops on Common Core Standards to align common core to current curriculum.	<ul style="list-style-type: none"> <li>•Administration</li> <li>•District Curriculum Coordinator</li> <li>•Grade alike Professional Learning Communities</li> <li>•Department Chairs</li> </ul>	Initial training by March 2014 with completion by August 2014	<ul style="list-style-type: none"> <li>• Release time</li> <li>• Update materials as funds become available.</li> </ul>
Articulation between Middle and High Schools	Departmental collaboration between CHS and WCR to develop scope and sequence	<ul style="list-style-type: none"> <li>•Administration and District Curriculum Coordinator</li> </ul>	In process, completion by March 2014	<ul style="list-style-type: none"> <li>• Collaboration time</li> <li>• CC standards materials</li> <li>• sample lessons and tests</li> </ul>
PLC'S	Development of intradepartmental and interdepartmental PLC'S	<ul style="list-style-type: none"> <li>•Administration, Certificated and Classified Staff</li> </ul>	Initiate September 2013, completion May 2015	<ul style="list-style-type: none"> <li>• Collaboration and training time</li> <li>• willing minds</li> </ul>
Survey staff about professional development and collaboration needs	Form Committee to develop, administer, and analyze, survey	<ul style="list-style-type: none"> <li>•District Curriculum Coordinator, Staff committee</li> </ul>	Complete September 2013	<ul style="list-style-type: none"> <li>• Funding,</li> <li>• Committee release time</li> </ul>
Classroom Visitations	Teachers observing peers, Administrators observing staff	<ul style="list-style-type: none"> <li>•Administration</li> </ul>	Initiate September 2013	<ul style="list-style-type: none"> <li>• Substitutes to allow period observations</li> </ul>

**ACTION PLAN #3:** Need to incorporate more electives into the master schedule.

**RATIONALE:** A lack of electives due to reduced staffing the past few years has led to higher class sizes and fewer rigorous elective opportunities for students to complete a well-rounded education while at Center High School. Efforts need to be made to provide valuable electives to complete student's schedules.

**ESLRs Addressed:** Self-Directed Learner, Critical Thinker, Effective Communicator. Quality Producer

Product	Action Steps	Accountability	Timeline	Resources Needed
Two new PLTW courses were added for the 2013-2014 school year (Human Body Systems & Principles of Engineering)	<ul style="list-style-type: none"> <li>• summer teacher training PLTW</li> <li>• Incorporated into course catalog</li> <li>• CTE advisory committee</li> <li>• EXPLORE expanded school schedule beyond our current 6 period day (modified Block)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• CTE advisory committee</li> <li>• School site council</li> <li>• District Office</li> </ul>	<ul style="list-style-type: none"> <li>• Developed spring/summer 2013</li> <li>• Implemented fall 2013</li> </ul>	<ul style="list-style-type: none"> <li>• SCOE, Perkins funds, LEED</li> <li>• Funding to support smaller class sizes for all new electives and for shop related courses</li> <li>• Grant Writer position to pursue outside funding sources</li> </ul>
Continued Expansion of PLTW for 2014-15 with these courses: Medical Interventions and Civil Engineering and Architecture	<ul style="list-style-type: none"> <li>• summer teacher training PLTW</li> <li>• CTE advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• CTE Advisory Committee</li> <li>• School Site Council</li> <li>• District Office</li> </ul>	<ul style="list-style-type: none"> <li>• 2014-15 school year implementation with training occurring summer of 2014</li> </ul>	<ul style="list-style-type: none"> <li>• SCOE, Perkins funds, LEED</li> </ul>
Semester length courses -	<ul style="list-style-type: none"> <li>• course development over 2013-14 school year</li> </ul>	<ul style="list-style-type: none"> <li>• Business Dept.</li> <li>• District Office</li> </ul>	<ul style="list-style-type: none"> <li>• 2014-15 school year</li> </ul>	<ul style="list-style-type: none"> <li>• minimal funding required</li> </ul>

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Business soft skills courses-communication, workplace relations,	<ul style="list-style-type: none"> <li>• CTE advisory committee to provide advice and oversight</li> </ul>			<ul style="list-style-type: none"> <li>• section of instruction</li> <li>• instructional materials</li> </ul>
Culinary Arts Program	<ul style="list-style-type: none"> <li>• explore funding sources - grants</li> <li>• research and develop program</li> <li>• upgrade facilities</li> </ul>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• CTE advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>• When facilities and funding are available</li> </ul>	<ul style="list-style-type: none"> <li>• Grant Funding</li> </ul>
Auto Technician Program	<ul style="list-style-type: none"> <li>• explore funding sources - grants</li> <li>• research and develop program</li> <li>• upgrade facilities</li> </ul>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• CTE advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>• When facilities and funding are available</li> </ul>	<ul style="list-style-type: none"> <li>• Grant Funding</li> </ul>
Construction Trades Program	<ul style="list-style-type: none"> <li>• explore funding sources - grants</li> <li>• research and develop program</li> <li>• upgrade facilities</li> </ul>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• CTE advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>• When facilities and funding are available</li> </ul>	<ul style="list-style-type: none"> <li>• Grant Funding</li> </ul>
Why Try? Spec Ed, Gen Ed	<ul style="list-style-type: none"> <li>• Reinstate previously eliminated course</li> </ul>	Special Ed Dept	<ul style="list-style-type: none"> <li>• 2014-15 school year</li> </ul>	<ul style="list-style-type: none"> <li>minimal funding required</li> <li>• section of instruction</li> <li>• instructional materials</li> </ul>
Writing Skills - Spec. Ed	<ul style="list-style-type: none"> <li>• Add appropriate staff</li> </ul>	Special Ed Dept	<ul style="list-style-type: none"> <li>• 2014-15 school year</li> </ul>	<ul style="list-style-type: none"> <li>• minimal funding required</li> </ul>
Fire Science / EMT	<ul style="list-style-type: none"> <li>• Explore ongoing programs</li> <li>• explore funding sources - grants</li> <li>• research and develop program</li> <li>• upgrade facilities</li> </ul>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• CTE advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>• When facilities and funding are available</li> </ul>	

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Aquatic Fitness / Lifeguard Certification	<ul style="list-style-type: none"> <li>• Explore ongoing programs</li> <li>• explore funding sources - grants</li> <li>• research and develop program</li> <li>• upgrade facilities</li> </ul>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• CTE advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>• 2014-15 school year implementation</li> </ul>	<ul style="list-style-type: none"> <li>• teacher section</li> <li>• instructional materials</li> </ul>
Retroactive Math Elective Credit course	<ul style="list-style-type: none"> <li>• Explore ongoing programs</li> <li>• explore funding sources - grants</li> <li>• research and develop program</li> <li>• upgrade facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Math Department</li> </ul>	<ul style="list-style-type: none"> <li>• 2014-15 school year implementation</li> </ul>	<ul style="list-style-type: none"> <li>• teacher section</li> <li>• instructional materials</li> </ul>
Fashion Design	<ul style="list-style-type: none"> <li>• Explore ongoing programs</li> <li>• explore funding sources - grants</li> <li>• research and develop program</li> <li>• upgrade facilities</li> </ul>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• CTE advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>• When facilities and funding are available</li> </ul>	
Spanish for Native Speakers	<ul style="list-style-type: none"> <li>• curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish Department</li> </ul>	<ul style="list-style-type: none"> <li>• 2013-2014 addition to course catalog</li> </ul>	<ul style="list-style-type: none"> <li>• 1 section of instruction</li> <li>• instructional materials</li> </ul>
Academic Decathlon Course	<ul style="list-style-type: none"> <li>• curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>• English Department w/ other departmental support</li> </ul>	<ul style="list-style-type: none"> <li>• 2014-15 school year</li> </ul>	<ul style="list-style-type: none"> <li>• Advisor and Class Period</li> </ul>

# Appendix





## 2011-12 School Quality Snapshot

### Center High

Center Joint Unified

3111 Center Ct. Ln., Antelope, CA 95843

Grades Offered: 9 - 12

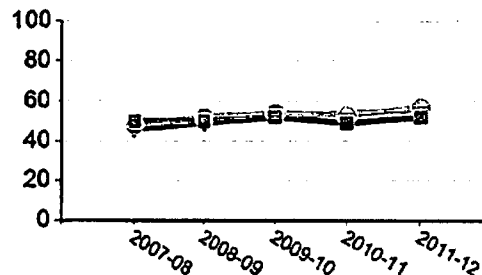
Enrollment: 1,332

Charter: No

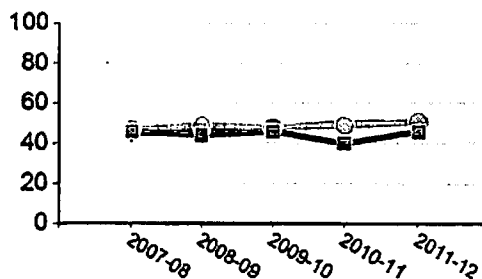
Title I Funded: No

CDS Code: 34-73973-3430378

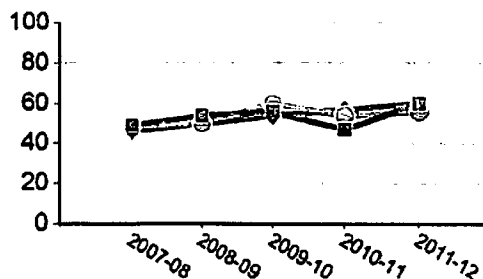
**CST English-language Arts Results**  
(percent proficient and above)



**CST Mathematics Results**  
(percent proficient and above)



**CST Science Results**  
(percent proficient and above)



### California's Academic Performance Index (API)

2012 Growth API	784
2011-12 Growth from Prior Year	10
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	No
2011 Base API State Rank	6
2011 Base API Similar Schools Rank	9

### API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black	Yes	41
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	No	-8
Native Hawaiian or Pacific Islander	--	--
White	Yes	9
Two or More Races	--	--
English Learners	--	--
Socioeconomically Disadvantaged	Yes	26
Students with Disabilities	No	-38

Green = Student group met target

Red = Student group did not meet target

Blue = Student group is not numerically significant

-- = Not enough students to report

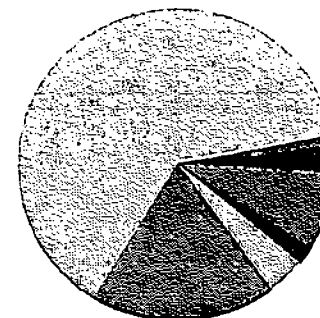
### CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

### 2011-12 Enrollment by Race/Ethnicity

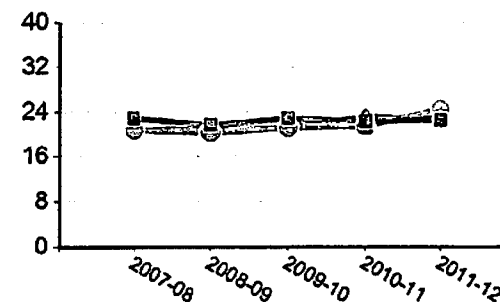


American Indian or Alaska Native  
Asian  
Native Hawaiian or Pacific Islander  
Filipino  
Hispanic or Latino  
African American or Black  
White  
Two or More Races  
Not Reported

### 2011-12 Subgroup Enrollment

English Learners	5%
Socioeconomically Disadvantaged	53%
Students with Disabilities	15%

### Average Class Size





# 2011-12 School Quality Snapshot

## Center High

Center Joint Unified

3111 Center Ct. Ln., Antelope, CA 95843

Grades Offered: 9 - 12

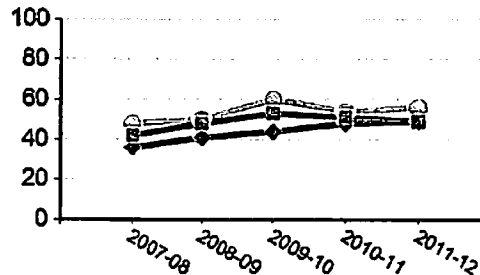
Enrollment: 1,332

Charter: No

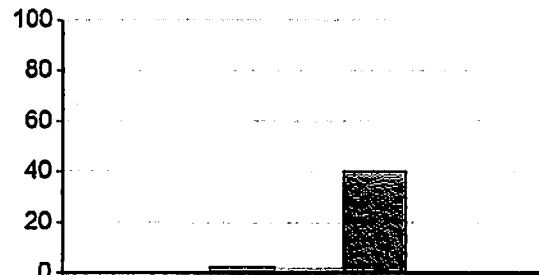
Title I Funded: No

CDS Code: 34-73973-3430378

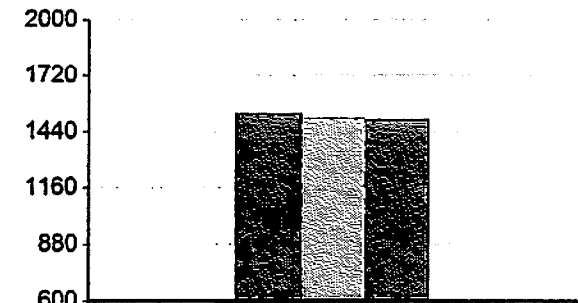
**CST History/Social Science Results  
(percent proficient and above)**



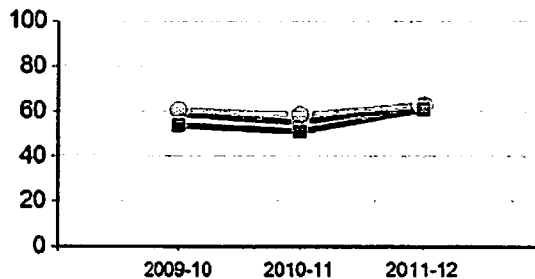
**Percentage of 2010-11 Graduates Meeting  
University of California "a-g" Requirements**



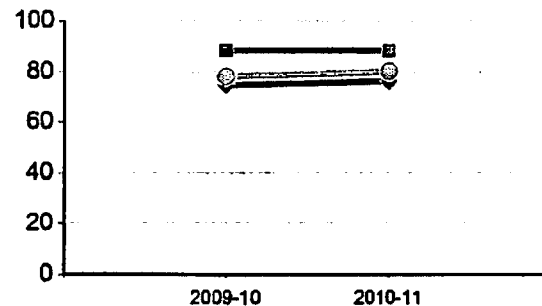
**2010-11 Average SAT Score**



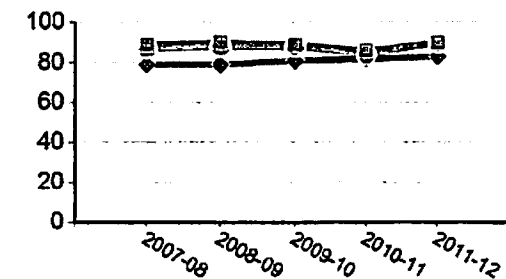
**Percentage of English Learners Making  
Progress in Learning English**



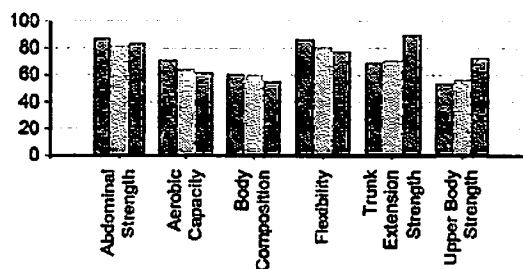
**Cohort Graduation Rate\***



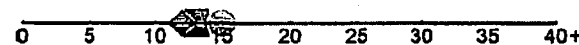
**CAHSEE English-Language Arts  
Grade 10 Passing Rate**



**Percentage of Students in the  
Healthy Fitness Zone in 2010-11**



**2010-11 Suspensions and Expulsions  
as a Percentage of Enrolled Students**



### CHART LEGEND:

■ SCHOOL    ● DISTRICT    ◆ STATE

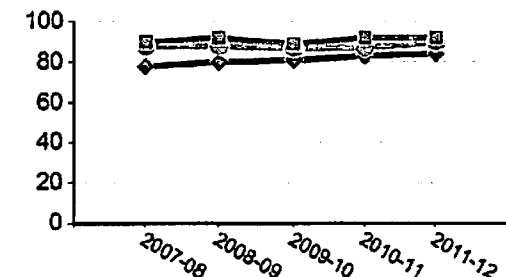
\* Only two years of data are available

CAHSEE: CA High School Exit Examination

CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

**CAHSEE Mathematics  
Grade 10 Passing Rate**





# **Center High**

**2012**

## **Single Plan for Student Achievement**

### **Section IV**

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

***(Data Retrieval)***

# Demographic Information

## Center High

Based on STAR student answer documents.

Reporting Ethnicity	2010		2011		2012	
	#	%	#	%	#	%
African-American	102	10.4	163	16.2	142	15.0
Amer. Indian or Alaskan Nat.	2	0.2	8	0.8	8	0.8
Asian-American	88	9.0	78	7.7	72	7.6
Filipino-American	32	3.3	39	3.9	49	5.2
Hispanic or Latino	201	20.4	181	17.9	183	19.3
Pacific Islander	7	0.7	21	2.1	18	1.9
White (not Hispanic)	407	41.4	510	50.5	448	47.2
Two or More Races	144	14.6	9	0.9	29	3.1
Other Ethnicity or Missing	0	0.0	0	0.0	0	0.0

Other Demographics	2010		2011		2012	
	#	%	#	%	#	%
English Learner	53	5.4	47	4.7	51	5.4
RFEP	173	17.6	200	19.8	203	21.4
Economically Disadvantaged	434	44.2	486	48.2	451	47.5
Students with Disabilities	104	10.6	124	12.3	138	14.5
Migrant Education	0	0.0	0	0.0	0	0.0
Gifted and Talented	121	12.3	72	7.1	47	5.0

**Table 1: Academic Performance Index (API)**  
Center High

API Data by Year				
	2009	2010	2011	2012
API Score	767	781	777	784
API Adjusted Base	759	770	782	774
API Growth Target	5	5	5	5
Actual Growth	8	11	-5	10

API Information by Subgroup								
API Subgroups	2009		2010		2011		2012	
	API Score	Met Target	API Score	Met Target	API Score	Met Target	API Score	Met Target
African-American	727	YES	nns	nns	nns	nns	729	YES
Amer. Indian or Alaskan Nat.	nns	nns	nns	nns	nns	nns	nns	nns
Asian-American	822	YES	nns	nns	nns	nns	nns	nns
Filipino-American	nns	nns	nns	nns	nns	nns	nns	nns
Hispanic or Latino	732	YES	758	YES	752	NO	742	NO
Pacific Islander	nns	nns	nns	nns	nns	nns	nns	nns
White (not Hispanic)	783	NO	793	YES	805	YES	810	YES
Two or More Races	*na	*na	*na	*na	nns	nns	nns	nns
Economically Disadvantaged	721	YES	745	YES	735	NO	758	YES
English Learner	nns	nns	710	YES	nns	nns	nns	nns
Students with Disabilities	530	NO	514	NO	579	YES	540	NO

nns - The subgroup is not numerically significant.

na - The subgroup was not available.

A = Met Interim Performance Target of 800.

B= School did not have a valid 2012 API Base and there is no Growth or target information.

C = School had significant demographic changes and there is no Growth or target information

D= There is no growth target for Districts, or Special Education schools.

Note: The subgroup growth target for a school varies depending on whether the subgroup's API is below 800, approaching 800, or 800 and above.

**Table 2: English Language Arts - Adequate Yearly Progress (AYP)**  
Center High

Performance Data by Student Group						
Demographic Group	Year	Participation Rate	# At or Above Proficient	% At or Above Proficient	AYP Target	Met AYP Criteria?
All Students	2010	97	201	62.8	55.6	Yes
	2011	95	188	63.1	66.7	No
	2012	98	195	63.1	77.8	No
African-American	2010	98	23	63.9	55.6	--
	2011	95	22	46.8	66.7	--
	2012	98	25	53.2	77.8	--
Amer. Indian or Alaskan Nat.	2010	0	--	--	55.6	--
	2011	100	--	--	66.7	--
	2012	100	--	--	77.8	--
Asian-American	2010	100	26	70.3	55.6	--
	2011	97	13	54.2	66.7	--
	2012	96	13	65.0	77.8	--
Filipino-American	2010	100	--	--	55.6	--
	2011	93	8	61.5	66.7	--
	2012	100	15	75.0	77.8	--
Hispanic or Latino	2010	95	38	55.9	55.6	Yes
	2011	94	32	72.7	66.7	--
	2012	95	38	58.5	77.8	No
Pacific Islander	2010	100	--	--	55.6	--
	2011	100	--	--	66.7	--
	2012	100	--	--	77.8	--
White (not Hispanic)	2010	97	91	62.8	55.6	Yes
	2011	96	112	69.1	66.7	Yes
	2012	99	97	66.0	77.8	No
Two or More Races	2010	--	--	--	55.6	--
	2011	--	--	--	66.7	--
	2012	100	--	--	77.8	--
English Learner	2010	97	23	39.7	55.6	No
	2011	93	--	--	66.7	--
	2012	98	12	27.9	77.8	--
Economically Disadvantaged	2010	94	86	55.5	55.6	Pend
	2011	95	65	50.4	66.7	No
	2012	98	87	56.9	77.8	Yes
Students with Disabilities	2010	75	5	17.2	55.6	--
	2011	72	4	14.8	66.7	--
	2012	93	8	21.1	77.8	--

**Table 3: Mathematics - Adequate Yearly Progress (AYP)**  
Center High

Performance Data by Student Group						
Demographic Group	Year	Participation Rate	# At or Above Proficient	% At or Above Proficient	AYP Target	Met AYP Criteria?
All Students	2010	100	227	69.2	54.8	Yes
	2011	98	186	60.6	66.1	No
	2012	100	206	65.2	77.4	No
African-American	2010	100	24	66.7	54.8	--
	2011	97	24	49.0	66.1	--
	2012	100	25	52.1	77.4	--
Amer. Indian or Alaskan Nat.	2010	100	--	--	54.8	--
	2011	100	--	--	66.1	--
	2012	100	--	--	77.4	--
Asian-American	2010	100	29	78.4	54.8	--
	2011	97	18	75.0	66.1	--
	2012	100	16	76.2	77.4	--
Filipino-American	2010	100	--	--	54.8	--
	2011	100	9	64.3	66.1	--
	2012	100	15	75.0	77.4	--
Hispanic or Latino	2010	99	45	63.4	54.8	Yes
	2011	98	22	47.8	66.1	--
	2012	100	40	58.0	77.4	Yes
Pacific Islander	2010	100	--	--	54.8	--
	2011	100	--	--	66.1	--
	2012	100	--	--	77.4	--
White (not Hispanic)	2010	100	108	72.5	54.8	Yes
	2011	99	111	66.9	66.1	Yes
	2012	99	106	71.6	77.4	No
Two or More Races	2010	--	--	--	54.8	--
	2011	--	--	--	66.1	--
	2012	100	--	--	77.4	--
English Learner	2010	100	30	50.0	54.8	Yes
	2011	93	--	--	66.1	--
	2012	100	24	54.5	77.4	--
Economically Disadvantaged	2010	99	103	63.2	54.8	Yes
	2011	98	66	50.0	66.1	No
	2012	100	94	60.3	77.4	Yes
Students with Disabilities	2010	98	8	21.6	54.8	--
	2011	88	4	11.8	66.1	--
	2012	98	10	24.4	77.4	--

**Table 4: 2011-12 California English Language Development (CELDT) Data**  
Center High

**Initial Assessments Pending CDE Release**

Grade	Tested #	SBE Proficient		Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning	
		#	%	#	%	#	%	#	%	#	%	#	%
K	--	--	--	--	--	--	--	--	--	--	--	--	--
1st	--	--	--	--	--	--	--	--	--	--	--	--	--
2nd	--	--	--	--	--	--	--	--	--	--	--	--	--
3rd	--	--	--	--	--	--	--	--	--	--	--	--	--
4th	--	--	--	--	--	--	--	--	--	--	--	--	--
5th	--	--	--	--	--	--	--	--	--	--	--	--	--
6th	--	--	--	--	--	--	--	--	--	--	--	--	--
7th	--	--	--	--	--	--	--	--	--	--	--	--	--
8th	--	--	--	--	--	--	--	--	--	--	--	--	--
9th	--	--	--	--	--	--	--	--	--	--	--	--	--
10th	--	--	--	--	--	--	--	--	--	--	--	--	--
11th	--	--	--	--	--	--	--	--	--	--	--	--	--
12th	--	--	--	--	--	--	--	--	--	--	--	--	--
All Grades	--	--	--	--	--	--	--	--	--	--	--	--	--

**Annual Assessments**

Grade	Tested #	SBE Proficient		Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning	
		#	%	#	%	#	%	#	%	#	%	#	%
K	--	--	--	--	--	--	--	--	--	--	--	--	--
1st	--	--	--	--	--	--	--	--	--	--	--	--	--
2nd	--	--	--	--	--	--	--	--	--	--	--	--	--
3rd	--	--	--	--	--	--	--	--	--	--	--	--	--
4th	--	--	--	--	--	--	--	--	--	--	--	--	--
5th	--	--	--	--	--	--	--	--	--	--	--	--	--
6th	--	--	--	--	--	--	--	--	--	--	--	--	--
7th	--	--	--	--	--	--	--	--	--	--	--	--	--
8th	--	--	--	--	--	--	--	--	--	--	--	--	--
9th	24	8	33	1	4	7	29	10	42	4	17	2	8
10th	12	6	50			6	50	5	42	1	8		
11th	12	7	58	2	17	5	42	3	25			2	17
12th	10	6	60	1	10	6	60	2	20	1	10		
All Grades	58	27	47	4	7	24	41	20	34	6	10	4	7

**All Assessments Pending CDE Release**

Grade	Tested #	SBE Proficient		Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning	
		#	%	#	%	#	%	#	%	#	%	#	%
K	--	--	--	--	--	--	--	--	--	--	--	--	--
1st	--	--	--	--	--	--	--	--	--	--	--	--	--
2nd	--	--	--	--	--	--	--	--	--	--	--	--	--
3rd	--	--	--	--	--	--	--	--	--	--	--	--	--
4th	--	--	--	--	--	--	--	--	--	--	--	--	--
5th	--	--	--	--	--	--	--	--	--	--	--	--	--
6th	--	--	--	--	--	--	--	--	--	--	--	--	--
7th	--	--	--	--	--	--	--	--	--	--	--	--	--
8th	--	--	--	--	--	--	--	--	--	--	--	--	--
9th	--	--	--	--	--	--	--	--	--	--	--	--	--
10th	--	--	--	--	--	--	--	--	--	--	--	--	--
11th	--	--	--	--	--	--	--	--	--	--	--	--	--
12th	--	--	--	--	--	--	--	--	--	--	--	--	--
All Grades	--	--	--	--	--	--	--	--	--	--	--	--	--

Note: The counts for All Assessments may be greater than the sum of the Initials and Annuals. CDE does not include statistics for low student counts because of privacy issues.

# Table 5a: Academic Performance by Ethnicity

Center High

## 2012 California STAR Test Results

Subject Group	Count			Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
<b>English/Language Arts</b>																		
All Students	964	1005	931	208 (22%)	195 (19%)	198 (21%)	299 (31%)	304 (30%)	291 (31%)	288 (30%)	320 (32%)	278 (30%)	111 (12%)	123 (12%)	115 (12%)	58 (6%)	63 (6%)	51 (5%)
African-American	95	162	142	15 (16%)	21 (13%)	19 (13%)	35 (37%)	45 (28%)	36 (25%)	27 (28%)	50 (31%)	48 (34%)	11 (12%)	28 (17%)	22 (15%)	7 (7%)	18 (11%)	17 (12%)
Amer. Indian or Alaskan Nat.	2	8	8	0 (0%)	3 (38%)	2 (25%)	0 (0%)	2 (25%)	2 (25%)	1 (50%)	3 (38%)	1 (13%)	0 (0%)	0 (0%)	3 (38%)	1 (50%)	0 (0%)	0 (0%)
Asian-American	88	78	72	24 (27%)	17 (22%)	19 (26%)	27 (31%)	24 (31%)	17 (24%)	25 (28%)	28 (36%)	27 (38%)	9 (10%)	7 (9%)	7 (10%)	3 (3%)	2 (3%)	2 (3%)
Filipino-American	31	38	48	4 (13%)	9 (24%)	11 (23%)	12 (39%)	14 (37%)	20 (42%)	9 (29%)	11 (29%)	12 (25%)	6 (19%)	4 (11%)	5 (10%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	196	181	179	30 (15%)	26 (14%)	32 (18%)	59 (30%)	49 (27%)	47 (26%)	67 (34%)	70 (39%)	60 (34%)	25 (13%)	19 (10%)	26 (15%)	15 (8%)	17 (9%)	14 (8%)
Pacific Islander	7	21	18	0 (0%)	3 (14%)	1 (6%)	1 (14%)	6 (29%)	3 (17%)	4 (57%)	8 (38%)	9 (50%)	1 (14%)	4 (19%)	5 (28%)	1 (14%)	0 (0%)	0 (0%)
White (not Hispanic)	402	508	437	105 (26%)	118 (23%)	105 (24%)	114 (28%)	161 (32%)	158 (36%)	115 (27%)	149 (29%)	115 (26%)	45 (11%)	60 (12%)	42 (10%)	23 (6%)	24 (5%)	17 (4%)
Two or More Races	143	9	27	30 (21%)	2 (22%)	7 (26%)	51 (36%)	3 (33%)	8 (30%)	40 (28%)	1 (11%)	6 (22%)	14 (10%)	1 (11%)	5 (19%)	8 (6%)	2 (22%)	1 (4%)
English Learner	52	47	47	1 (2%)	4 (9%)	1 (2%)	2 (4%)	2 (4%)	3 (6%)	19 (37%)	20 (43%)	19 (40%)	19 (37%)	17 (36%)	18 (38%)	11 (21%)	7 (15%)	6 (13%)
RFP	173	200	203	21 (12%)	27 (14%)	36 (18%)	62 (36%)	66 (33%)	78 (38%)	68 (39%)	84 (42%)	66 (33%)	14 (8%)	17 (9%)	18 (9%)	8 (5%)	6 (3%)	5 (2%)
Economically Disadvantaged	424	485	439	56 (13%)	57 (12%)	66 (15%)	125 (29%)	140 (29%)	121 (28%)	141 (33%)	171 (35%)	153 (35%)	64 (15%)	77 (16%)	67 (15%)	38 (9%)	40 (8%)	32 (7%)
Students with Disabilities	87	123	131	8 (9%)	12 (10%)	12 (9%)	6 (7%)	15 (12%)	18 (14%)	28 (32%)	41 (33%)	33 (25%)	30 (34%)	40 (33%)	42 (32%)	15 (17%)	15 (12%)	26 (20%)
Gifted and Talented	121	71	47	75 (63%)	42 (59%)	26 (55%)	39 (32%)	25 (35%)	13 (28%)	6 (5%)	4 (6%)	8 (17%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Mathematics</b>																		
All Students	10	7	5	8 (80%)	4 (57%)	7 (20%)	1 (10%)	3 (43%)	0 (0%)	1 (10%)	0 (0%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (40%)
African-American	2	2	1	2 (100%)	1 (50%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	3	1	0	2 (67%)	1 (100%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White (not Hispanic)	5	3	4	4 (80%)	2 (67%)	1 (25%)	0 (0%)	1 (33%)	0 (0%)	1 (20%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (50%)
Two or More Races	0	1	0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
English Learner	1	1	1	1 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Economically Disadvantaged	1	2	2	1 (100%)	0 (0%)	1 (50%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Students with Disabilities	10	7	5	8 (80%)	4 (57%)	1 (20%)	1 (10%)	3 (43%)	0 (0%)	1 (10%)	0 (0%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (40%)
<b>General Mathematics</b>																		
All Students	185	100	135	18 (10%)	5 (5%)	0 (0%)	46 (25%)	22 (22%)	22 (16%)	58 (31%)	33 (33%)	45 (33%)	43 (23%)	31 (31%)	50 (37%)	20 (11%)	9 (9%)	18 (13%)
African-American	31	18	29	3 (10%)	0 (0%)	0 (0%)	5 (16%)	2 (11%)	8 (28%)	6 (19%)	6 (33%)	10 (34%)	7 (23%)	6 (33%)	7 (24%)	10 (32%)	4 (22%)	4 (14%)
Amer. Indian or Alaskan Nat.	0	0	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	2 (67%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	10	3	9	0 (0%)	0 (0%)	0 (0%)	5 (50%)	2 (67%)	0 (0%)	3 (30%)	0 (0%)	2 (22%)	2 (20%)	1 (33%)	6 (67%)	0 (0%)	0 (0%)	1 (11%)
Filipino-American	6	2	4	0 (0%)	1 (50%)	0 (0%)	1 (17%)	1 (50%)	1 (25%)	2 (33%)	0 (0%)	1 (25%)	3 (50%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	1 (25%)
Hispanic or Latino	49	24	39	6 (12%)	3 (13%)	0 (0%)	12 (24%)	4 (17%)	5 (13%)	16 (33%)	6 (25%)	14 (36%)	9 (18%)	12 (50%)	10 (26%)	6 (12%)	1 (4%)	10 (26%)
Pacific Islander	3	0	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (67%)	0 (0%)	2 (67%)	1 (33%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)
White (not Hispanic)	61	52	40	8 (13%)	3 (6%)	0 (0%)	16 (26%)	13 (25%)	8 (20%)	20 (33%)	21 (40%)	14 (35%)	11 (21%)	16 (40%)	14 (35%)	1 (4%)	4 (8%)	2 (5%)
Two or More Races	25	1	8	1 (4%)	0 (0%)	0 (0%)	7 (28%)	0 (0%)	0 (0%)	9 (36%)	0 (0%)	1 (13%)	7 (28%)	1 (100%)	7 (88%)	1 (4%)	0 (0%)	0 (0%)
English Learner	14	12	23	0 (0%)	1 (8%)	0 (0%)	1 (7%)	2 (17%)	1 (4%)	4 (29%)	4 (33%)	6 (26%)	8 (57%)	5 (42%)	10 (43%)	1 (7%)	0 (0%)	6 (26%)
RFP	35	12	15	4 (11%)	1 (8%)	0 (0%)	17 (49%)	3 (25%)	3 (20%)	10 (29%)	5 (42%)	6 (40%)	2 (6%)	3 (25%)	5 (33%)	2 (6%)	0 (0%)	1 (7%)
Economically Disadvantaged	97	61	83	4 (4%)	3 (5%)	0 (0%)	24 (25%)	13 (21%)	12 (14%)	29 (30%)	20 (33%)	23 (28%)	21 (22%)	21 (34%)	32 (39%)	14 (14%)	4 (7%)	16 (19%)
Students with Disabilities	38	29	42	0 (0%)	0 (0%)	0 (0%)	2 (5%)	5 (17%)	1 (2%)	12 (32%)	7 (24%)	8 (19%)	13 (34%)	13 (45%)	19 (45%)	11 (29%)	4 (14%)	14 (33%)
Gifted and Talented	3	0	1	2 (67%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

# Table 5a: Academic Performance by Ethnicity

Center High

## 2012 California STAR Test Results

Subject Group	Count			Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
<b>High School Mathematics</b>																		
All Students	63	52	69	21 (33%)	10 (19%)	19 (28%)	25 (40%)	22 (42%)	30 (43%)	15 (24%)	13 (25%)	15 (22%)	2 (3%)	7 (13%)	5 (7%)	0 (0%)	0 (0%)	0 (0%)
African-American	5	5	3	0 (0%)	1 (20%)	1 (33%)	2 (40%)	1 (20%)	2 (67%)	3 (60%)	2 (40%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Amer. Indian or Alaskan Nat.	0	1	0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	13	9	7	3 (23%)	2 (22%)	3 (43%)	7 (54%)	5 (56%)	3 (43%)	2 (15%)	2 (22%)	1 (14%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Filipino-American	0	2	5	0 (0%)	0 (0%)	2 (40%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	1 (50%)	2 (40%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	7	9	6	2 (29%)	2 (22%)	2 (33%)	2 (29%)	4 (44%)	1 (17%)	2 (29%)	2 (22%)	3 (50%)	1 (14%)	1 (11%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Pacific Islander	0	2	0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White (not Hispanic)	27	24	46	12 (44%)	5 (21%)	10 (22%)	9 (33%)	9 (38%)	22 (46%)	6 (22%)	6 (25%)	9 (20%)	0 (0%)	4 (17%)	5 (11%)	0 (0%)	0 (0%)	0 (0%)
Two or More Races	11	0	2	4 (36%)	0 (0%)	1 (50%)	5 (45%)	0 (0%)	1 (50%)	2 (18%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
RFEP	11	13	14	2 (18%)	1 (8%)	1 (7%)	4 (36%)	6 (46%)	6 (43%)	4 (36%)	5 (38%)	4 (29%)	1 (9%)	1 (8%)	3 (21%)	0 (0%)	0 (0%)	0 (0%)
Economically Disadvantaged	15	17	15	5 (33%)	2 (12%)	3 (20%)	2 (13%)	9 (53%)	8 (53%)	8 (53%)	5 (29%)	3 (20%)	0 (0%)	1 (6%)	1 (7%)	0 (0%)	0 (0%)	0 (0%)
Students with Disabilities	1	1	0	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Gifted and Talented	32	19	23	14 (44%)	6 (32%)	9 (39%)	14 (44%)	10 (53%)	12 (52%)	3 (9%)	2 (11%)	2 (9%)	1 (3%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Algebra I</b>																		
All Students	252	338	266	16 (6%)	18 (5%)	21 (8%)	95 (38%)	101 (30%)	108 (41%)	87 (35%)	108 (32%)	74 (28%)	46 (18%)	87 (26%)	50 (19%)	8 (3%)	24 (7%)	13 (5%)
African-American	25	62	47	1 (4%)	2 (3%)	2 (4%)	11 (44%)	22 (35%)	16 (34%)	11 (44%)	13 (21%)	12 (26%)	2 (8%)	18 (29%)	14 (30%)	0 (0%)	7 (11%)	3 (6%)
Amer. Indian or Alaskan Nat.	1	2	1	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	14	21	15	0 (0%)	3 (14%)	3 (20%)	9 (64%)	5 (24%)	3 (20%)	1 (7%)	9 (43%)	5 (33%)	4 (29%)	3 (14%)	4 (27%)	0 (0%)	1 (5%)	0 (0%)
Filipino-American	10	14	16	0 (0%)	0 (0%)	0 (0%)	2 (20%)	4 (29%)	6 (38%)	5 (50%)	7 (50%)	4 (25%)	2 (20%)	2 (14%)	5 (31%)	1 (10%)	1 (7%)	1 (6%)
Hispanic or Latino	57	72	51	4 (7%)	4 (6%)	3 (6%)	18 (32%)	19 (26%)	21 (41%)	21 (37%)	28 (39%)	18 (35%)	11 (19%)	16 (22%)	5 (10%)	3 (5%)	5 (7%)	4 (8%)
Pacific Islander	1	11	8	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (9%)	3 (38%)	1 (100%)	5 (45%)	4 (50%)	0 (0%)	5 (45%)	1 (13%)	0 (0%)	0 (0%)	0 (0%)
White (not Hispanic)	103	153	118	9 (8%)	9 (6%)	13 (11%)	42 (39%)	49 (32%)	53 (45%)	37 (34%)	46 (30%)	28 (24%)	17 (16%)	39 (25%)	20 (17%)	3 (3%)	10 (7%)	4 (3%)
Two or More Races	36	3	10	2 (6%)	0 (0%)	0 (0%)	12 (33%)	1 (33%)	6 (60%)	11 (31%)	0 (0%)	2 (20%)	10 (28%)	2 (67%)	1 (10%)	1 (3%)	0 (0%)	1 (10%)
English Learner	13	21	12	0 (0%)	3 (14%)	1 (8%)	3 (23%)	5 (24%)	3 (25%)	6 (46%)	8 (38%)	4 (33%)	3 (23%)	5 (24%)	3 (25%)	1 (8%)	0 (0%)	1 (8%)
RFEP	40	65	56	2 (5%)	2 (3%)	9 (16%)	17 (43%)	21 (32%)	24 (43%)	12 (30%)	26 (40%)	12 (21%)	8 (20%)	11 (17%)	7 (13%)	1 (3%)	5 (8%)	4 (7%)
Economically Disadvantaged	109	178	126	7 (6%)	8 (4%)	10 (8%)	40 (37%)	52 (29%)	54 (43%)	35 (32%)	53 (30%)	36 (29%)	24 (22%)	47 (26%)	21 (17%)	3 (3%)	18 (10%)	5 (4%)
Students with Disabilities	11	40	27	0 (0%)	1 (2%)	1 (4%)	3 (27%)	11 (28%)	12 (44%)	5 (45%)	12 (30%)	4 (15%)	3 (27%)	11 (28%)	8 (30%)	0 (0%)	5 (13%)	2 (7%)
Gifted and Talented	12	4	2	5 (42%)	0 (0%)	0 (0%)	5 (42%)	2 (50%)	2 (100%)	2 (17%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)



# Table 5a: Academic Performance by Ethnicity

Center High

## 2012 California STAR Test Results

Subject Group	Count			Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
<b>Geometry</b>																		
All Students	222	246	226	27 (12%)	17 (7%)	10 (4%)	87 (39%)	75 (30%)	75 (33%)	78 (35%)	92 (37%)	86 (38%)	29 (13%)	60 (24%)	45 (20%)	1 (0%)	2 (1%)	10 (4%)
African-American	14	31	27	0 (0%)	1 (3%)	0 (0%)	5 (35%)	7 (23%)	5 (19%)	7 (50%)	15 (48%)	17 (63%)	2 (14%)	8 (26%)	5 (19%)	0 (0%)	0 (0%)	0 (0%)
Amer. Indian or Alaskan Nat.	0	5	2	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)	1 (20%)	1 (50%)	0 (0%)	2 (40%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	27	19	20	3 (11%)	2 (11%)	1 (5%)	15 (56%)	5 (26%)	4 (20%)	7 (26%)	8 (42%)	10 (50%)	2 (7%)	3 (16%)	5 (25%)	0 (0%)	1 (5%)	0 (0%)
Filipino-American	11	12	13	3 (27%)	3 (25%)	0 (0%)	3 (27%)	3 (25%)	3 (23%)	3 (27%)	4 (33%)	5 (38%)	2 (18%)	2 (17%)	4 (31%)	0 (0%)	0 (0%)	1 (8%)
Hispanic or Latino	28	41	40	3 (11%)	2 (5%)	0 (0%)	9 (32%)	11 (27%)	17 (43%)	12 (43%)	15 (37%)	12 (30%)	4 (14%)	13 (32%)	8 (20%)	0 (0%)	0 (0%)	3 (8%)
Pacific Islander	2	4	4	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	0 (0%)	1 (50%)	2 (50%)	0 (0%)	1 (50%)	1 (25%)	3 (75%)	0 (0%)	0 (0%)	1 (25%)
White (not Hispanic)	104	133	117	14 (13%)	8 (6%)	9 (8%)	44 (42%)	47 (35%)	45 (38%)	31 (30%)	46 (35%)	40 (34%)	15 (14%)	31 (23%)	18 (15%)	0 (0%)	1 (1%)	5 (4%)
Two or More Races	36	1	3	4 (11%)	0 (0%)	0 (0%)	11 (31%)	0 (0%)	1 (33%)	17 (47%)	1 (100%)	1 (33%)	3 (8%)	0 (0%)	1 (33%)	1 (3%)	0 (0%)	0 (0%)
English Learner	7	3	11	0 (0%)	0 (0%)	2 (18%)	2 (29%)	2 (67%)	0 (0%)	5 (71%)	1 (33%)	6 (55%)	0 (0%)	0 (0%)	3 (27%)	0 (0%)	0 (0%)	0 (0%)
RFP	46	66	58	3 (7%)	6 (9%)	0 (0%)	14 (30%)	15 (23%)	26 (45%)	20 (43%)	26 (39%)	20 (34%)	9 (20%)	18 (27%)	10 (17%)	0 (0%)	1 (2%)	2 (3%)
Economically Disadvantaged	98	108	100	8 (8%)	7 (6%)	5 (5%)	34 (35%)	31 (29%)	28 (28%)	42 (43%)	40 (37%)	40 (40%)	14 (14%)	28 (26%)	20 (20%)	0 (0%)	2 (2%)	2 (2%)
Students with Disabilities	3	5	10	0 (0%)	0 (0%)	1 (10%)	0 (0%)	0 (0%)	3 (30%)	3 (100%)	3 (60%)	3 (30%)	0 (0%)	1 (20%)	1 (10%)	0 (0%)	1 (20%)	2 (20%)
Gifted and Talented	38	10	12	8 (21%)	1 (10%)	1 (8%)	21 (55%)	4 (40%)	5 (42%)	9 (24%)	4 (40%)	2 (17%)	0 (0%)	1 (10%)	3 (25%)	0 (0%)	0 (0%)	1 (8%)
<b>Algebra II</b>																		
All Students	132	151	129	15 (11%)	31 (21%)	35 (27%)	45 (34%)	53 (35%)	61 (47%)	43 (33%)	45 (30%)	27 (21%)	27 (20%)	16 (11%)	6 (5%)	2 (2%)	6 (4%)	0 (0%)
African-American	11	17	11	0 (0%)	0 (0%)	1 (9%)	3 (27%)	6 (35%)	8 (73%)	5 (45%)	3 (18%)	2 (18%)	3 (27%)	5 (29%)	0 (0%)	0 (0%)	3 (18%)	0 (0%)
Amer. Indian or Alaskan Nat.	0	0	2	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	18	22	14	0 (22%)	5 (23%)	7 (50%)	6 (33%)	7 (32%)	5 (36%)	4 (22%)	9 (41%)	2 (14%)	4 (22%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Filipino-American	5	6	9	0 (0%)	1 (50%)	3 (33%)	1 (20%)	1 (17%)	5 (56%)	2 (40%)	2 (33%)	1 (11%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	25	13	21	3 (12%)	2 (15%)	5 (24%)	9 (36%)	5 (38%)	9 (43%)	9 (36%)	4 (31%)	7 (33%)	4 (16%)	1 (8%)	0 (0%)	0 (0%)	1 (8%)	0 (0%)
Pacific Islander	1	2	2	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)	1 (100%)	2 (100%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White (not Hispanic)	55	90	67	7 (13%)	20 (22%)	18 (27%)	19 (35%)	34 (38%)	31 (46%)	17 (31%)	25 (28%)	12 (18%)	12 (22%)	9 (10%)	6 (9%)	0 (0%)	2 (2%)	0 (0%)
Two or More Races	17	1	3	1 (6%)	1 (100%)	0 (0%)	7 (41%)	0 (0%)	1 (33%)	5 (29%)	0 (0%)	2 (67%)	2 (12%)	0 (0%)	0 (0%)	2 (12%)	0 (0%)	0 (0%)
English Learner	0	2	0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
RFP	26	34	47	3 (12%)	3 (9%)	14 (30%)	10 (38%)	13 (38%)	19 (40%)	9 (35%)	14 (41%)	13 (28%)	4 (15%)	2 (6%)	1 (2%)	0 (0%)	2 (6%)	0 (0%)
Economically Disadvantaged	39	55	57	5 (13%)	8 (15%)	16 (28%)	15 (38%)	19 (35%)	23 (40%)	11 (28%)	19 (35%)	16 (28%)	7 (18%)	6 (11%)	2 (4%)	1 (3%)	3 (5%)	0 (0%)
Students with Disabilities	3	3	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)	3 (100%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Gifted and Talented	34	36	5	7 (21%)	13 (36%)	3 (60%)	13 (38%)	12 (33%)	3 (60%)	11 (32%)	8 (22%)	0 (0%)	3 (9%)	3 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

# Table 5a: Academic Performance by Ethnicity

Center High

## 2012 California STAR Test Results

Subject Group	Count			Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
<b>Life Science</b>																		
All Students	319	327	309	99 (31%)	79 (24%)	83 (27%)	80 (25%)	72 (22%)	99 (32%)	89 (28%)	104 (32%)	92 (30%)	30 (9%)	36 (11%)	23 (7%)	21 (7%)	36 (11%)	12 (4%)
African-American	31	55	47	6 (19%)	6 (11%)	7 (15%)	8 (26%)	7 (13%)	10 (21%)	12 (39%)	20 (36%)	21 (45%)	2 (6%)	7 (13%)	6 (13%)	3 (10%)	15 (27%)	3 (6%)
Amer. Indian or Alaskan Nat.	1	2	3	0 (0%)	1 (50%)	2 (67%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)	1 (100%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	37	26	22	15 (41%)	7 (27%)	4 (18%)	9 (24%)	7 (27%)	6 (27%)	11 (30%)	9 (35%)	11 (50%)	2 (5%)	3 (12%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)
Filipino-American	7	13	20	1 (14%)	5 (38%)	5 (25%)	1 (14%)	1 (8%)	7 (35%)	4 (57%)	4 (31%)	8 (40%)	1 (14%)	2 (15%)	0 (0%)	0 (0%)	1 (5%)	0 (0%)
Hispanic or Latino	65	50	64	16 (25%)	7 (14%)	12 (19%)	17 (26%)	13 (26%)	22 (34%)	16 (25%)	16 (32%)	19 (36%)	9 (14%)	7 (14%)	6 (9%)	7 (11%)	7 (14%)	5 (8%)
Pacific Islander	1	6	6	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (50%)	1 (100%)	4 (67%)	2 (33%)	0 (0%)	2 (33%)	1 (17%)	0 (0%)	0 (0%)	0 (0%)
White (not Hispanic)	125	172	142	43 (34%)	52 (30%)	52 (37%)	29 (23%)	44 (26%)	50 (35%)	32 (26%)	50 (29%)	27 (19%)	11 (9%)	14 (8%)	9 (6%)	10 (8%)	12 (7%)	4 (3%)
Two or More Races	52	3	5	18 (35%)	1 (33%)	1 (20%)	16 (31%)	0 (0%)	1 (20%)	13 (25%)	1 (33%)	3 (60%)	4 (8%)	0 (0%)	0 (0%)	1 (2%)	1 (33%)	0 (0%)
English Learner	16	15	13	0 (0%)	2 (13%)	0 (0%)	0 (0%)	1 (7%)	1 (8%)	10 (63%)	7 (47%)	10 (77%)	3 (19%)	1 (7%)	1 (8%)	3 (19%)	4 (27%)	1 (8%)
RFEP	60	70	66	14 (23%)	11 (16%)	19 (29%)	19 (32%)	17 (24%)	27 (41%)	18 (30%)	30 (43%)	19 (29%)	7 (12%)	9 (13%)	0 (0%)	2 (3%)	3 (4%)	1 (2%)
Economically Disadvantaged	155	138	145	33 (21%)	26 (19%)	31 (21%)	38 (25%)	24 (17%)	45 (31%)	55 (35%)	48 (35%)	48 (33%)	17 (11%)	21 (15%)	12 (8%)	12 (8%)	19 (14%)	9 (6%)
Students with Disabilities	21	35	39	3 (14%)	2 (6%)	5 (13%)	3 (14%)	5 (14%)	7 (18%)	7 (33%)	12 (34%)	18 (46%)	7 (33%)	5 (14%)	5 (13%)	1 (5%)	11 (31%)	4 (10%)
Gifted and Talented	34	39	0	26 (76%)	25 (64%)	0 (0%)	6 (18%)	9 (23%)	0 (0%)	1 (3%)	5 (13%)	0 (0%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>United States History</b>																		
All Students	289	300	287	64 (22%)	58 (19%)	68 (24%)	104 (36%)	89 (30%)	98 (34%)	69 (24%)	85 (28%)	72 (25%)	25 (9%)	32 (11%)	20 (7%)	27 (9%)	36 (12%)	28 (10%)
African-American	23	51	45	3 (13%)	2 (4%)	6 (13%)	12 (52%)	12 (24%)	8 (18%)	5 (22%)	15 (29%)	13 (29%)	1 (4%)	10 (20%)	6 (13%)	2 (9%)	12 (24%)	12 (27%)
Amer. Indian or Alaskan Nat.	0	3	2	0 (0%)	1 (33%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (67%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	31	33	21	8 (26%)	9 (27%)	4 (19%)	10 (32%)	12 (36%)	8 (36%)	9 (29%)	8 (24%)	8 (38%)	2 (6%)	2 (6%)	0 (0%)	2 (6%)	2 (6%)	1 (5%)
Filipino-American	8	7	12	0 (0%)	2 (29%)	4 (33%)	2 (25%)	0 (0%)	2 (17%)	4 (50%)	3 (43%)	4 (33%)	1 (13%)	1 (14%)	0 (0%)	1 (13%)	1 (14%)	2 (17%)
Hispanic or Latino	59	55	45	10 (17%)	9 (16%)	8 (18%)	23 (39%)	18 (33%)	15 (33%)	8 (14%)	14 (25%)	13 (29%)	9 (15%)	8 (15%)	4 (9%)	9 (15%)	6 (11%)	5 (11%)
Pacific Islander	2	6	7	0 (0%)	2 (33%)	1 (14%)	0 (0%)	1 (17%)	0 (0%)	2 (100%)	2 (33%)	4 (57%)	0 (0%)	1 (17%)	0 (0%)	0 (0%)	0 (0%)	2 (29%)
White (not Hispanic)	122	145	147	30 (25%)	33 (23%)	41 (28%)	44 (36%)	45 (32%)	62 (42%)	27 (22%)	41 (28%)	27 (18%)	11 (9%)	10 (7%)	10 (7%)	10 (8%)	15 (10%)	7 (5%)
Two or More Races	44	0	8	13 (30%)	0 (0%)	3 (38%)	13 (30%)	0 (0%)	3 (36%)	14 (32%)	0 (0%)	2 (25%)	1 (2%)	0 (0%)	0 (0%)	3 (7%)	0 (0%)	0 (0%)
English Learner	9	13	7	0 (0%)	0 (0%)	0 (0%)	1 (11%)	2 (15%)	1 (14%)	1 (11%)	2 (15%)	5 (71%)	3 (33%)	5 (38%)	0 (0%)	4 (44%)	4 (31%)	1 (14%)
RFEP	43	54	63	9 (21%)	12 (22%)	10 (16%)	14 (33%)	13 (24%)	25 (40%)	15 (35%)	22 (41%)	23 (37%)	3 (7%)	6 (11%)	2 (3%)	2 (5%)	1 (2%)	3 (5%)
Economically Disadvantaged	111	150	120	18 (16%)	16 (11%)	20 (24%)	39 (35%)	44 (29%)	31 (26%)	30 (27%)	49 (33%)	31 (26%)	9 (8%)	19 (13%)	10 (8%)	18 (16%)	22 (15%)	19 (16%)
Students with Disabilities	24	36	38	1 (4%)	1 (3%)	5 (13%)	8 (33%)	4 (11%)	4 (11%)	5 (21%)	10 (28%)	5 (13%)	1 (4%)	7 (19%)	5 (13%)	9 (38%)	14 (39%)	19 (50%)
Gifted and Talented	49	33	36	25 (51%)	21 (64%)	17 (47%)	21 (43%)	9 (27%)	10 (28%)	2 (4%)	3 (9%)	8 (22%)	1 (2%)	0 (0%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)

**Table 5a: Academic Performance by Ethnicity**  
**Center High**  
**2012 California STAR Test Results**

Subject Group	Count			Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
<b>Earth Science</b>																		
All Students	249	247	227	18 (7%)	33 (13%)	30 (13%)	49 (20%)	67 (27%)	58 (26%)	117 (47%)	84 (34%)	81 (36%)	26 (10%)	44 (18%)	32 (14%)	39 (16%)	19 (8%)	26 (11%)
African-American	42	49	38	2 (5%)	2 (4%)	0 (0%)	3 (7%)	12 (24%)	10 (26%)	16 (38%)	18 (37%)	18 (47%)	7 (17%)	12 (24%)	6 (16%)	14 (33%)	5 (10%)	4 (11%)
Amer. Indian or Alaskan Nat.	1	1	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	13	10	15	1 (8%)	2 (20%)	0 (0%)	2 (15%)	1 (10%)	4 (27%)	5 (38%)	5 (50%)	6 (40%)	2 (15%)	1 (10%)	4 (27%)	3 (23%)	1 (10%)	1 (7%)
Filipino-American	10	10	7	1 (10%)	0 (0%)	1 (14%)	1 (10%)	3 (30%)	2 (29%)	7 (70%)	7 (70%)	4 (57%)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	0 (0%)	0 (0%)
Hispanic or Latino	57	51	49	5 (9%)	3 (6%)	4 (8%)	13 (23%)	14 (27%)	12 (24%)	23 (40%)	19 (37%)	17 (35%)	6 (11%)	10 (20%)	10 (20%)	10 (18%)	5 (10%)	6 (12%)
Pacific Islander	3	7	5	0 (0%)	1 (14%)	0 (0%)	0 (0%)	4 (57%)	1 (20%)	3 (100%)	2 (29%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (40%)
White (not Hispanic)	89	116	101	6 (7%)	25 (22%)	23 (23%)	22 (25%)	32 (28%)	29 (29%)	48 (54%)	33 (28%)	29 (29%)	6 (7%)	19 (16%)	10 (10%)	7 (8%)	7 (8%)	10 (10%)
Two or More Races	34	3	11	3 (9%)	0 (0%)	0 (0%)	8 (24%)	1 (33%)	0 (0%)	14 (41%)	0 (0%)	5 (45%)	5 (15%)	1 (33%)	1 (9%)	4 (12%)	1 (33%)	3 (27%)
English Learner	17	14	25	1 (6%)	0 (0%)	0 (0%)	1 (6%)	1 (7%)	1 (4%)	7 (41%)	7 (50%)	7 (28%)	2 (12%)	3 (21%)	10 (40%)	6 (35%)	3 (21%)	7 (28%)
RFEP	53	39	35	3 (6%)	8 (21%)	10 (29%)	11 (21%)	13 (33%)	10 (29%)	30 (57%)	15 (38%)	13 (37%)	5 (9%)	2 (5%)	2 (6%)	4 (8%)	1 (3%)	0 (0%)
Economically Disadvantaged	126	143	126	10 (8%)	13 (9%)	15 (12%)	20 (16%)	36 (25%)	27 (21%)	55 (44%)	48 (34%)	47 (37%)	17 (13%)	31 (22%)	22 (17%)	24 (19%)	15 (10%)	15 (12%)
Students with Disabilities	29	44	49	1 (3%)	4 (9%)	1 (2%)	2 (7%)	8 (18%)	6 (12%)	13 (45%)	13 (30%)	13 (27%)	5 (17%)	14 (32%)	12 (24%)	8 (28%)	5 (11%)	17 (35%)
Gifted and Talented	10	1	2	0 (0%)	1 (100%)	0 (0%)	4 (40%)	0 (0%)	0 (0%)	3 (30%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Biology/Life Sciences</b>																		
All Students	370	337	279	93 (25%)	83 (25%)	80 (29%)	125 (34%)	112 (33%)	86 (31%)	117 (32%)	85 (25%)	88 (32%)	19 (5%)	34 (10%)	14 (5%)	16 (4%)	23 (7%)	11 (4%)
African-American	28	53	39	4 (14%)	7 (13%)	5 (13%)	11 (39%)	15 (28%)	13 (33%)	10 (36%)	15 (28%)	16 (41%)	2 (7%)	7 (13%)	3 (8%)	1 (4%)	9 (17%)	2 (5%)
Amer. Indian or Alaskan Nat.	1	5	1	0 (0%)	2 (40%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)	2 (40%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
Asian-American	36	26	29	7 (19%)	4 (15%)	12 (41%)	17 (47%)	9 (35%)	9 (31%)	10 (28%)	6 (23%)	7 (24%)	2 (6%)	5 (19%)	1 (3%)	0 (0%)	2 (8%)	0 (0%)
Filipino-American	13	17	18	4 (31%)	8 (47%)	3 (17%)	2 (15%)	2 (12%)	9 (50%)	5 (38%)	3 (18%)	4 (22%)	1 (8%)	3 (18%)	1 (6%)	1 (8%)	1 (6%)	1 (6%)
Hispanic or Latino	68	56	51	13 (19%)	11 (20%)	11 (22%)	25 (37%)	21 (38%)	12 (24%)	25 (37%)	14 (25%)	20 (39%)	3 (4%)	6 (11%)	5 (10%)	2 (3%)	4 (7%)	3 (6%)
Pacific Islander	2	6	6	0 (0%)	1 (17%)	1 (17%)	1 (50%)	1 (17%)	0 (0%)	1 (50%)	2 (33%)	5 (83%)	0 (0%)	2 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White (not Hispanic)	163	172	129	51 (31%)	50 (29%)	45 (36%)	48 (29%)	63 (37%)	41 (32%)	47 (29%)	42 (24%)	35 (27%)	10 (6%)	11 (6%)	4 (3%)	7 (4%)	6 (3%)	3 (2%)
Two or More Races	59	2	6	14 (24%)	0 (0%)	2 (33%)	21 (36%)	0 (0%)	2 (33%)	19 (32%)	1 (50%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	4 (7%)	1 (50%)	2 (33%)
English Learner	17	11	15	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (9%)	5 (33%)	9 (53%)	6 (55%)	5 (33%)	5 (29%)	1 (9%)	3 (20%)	3 (18%)	3 (27%)	2 (13%)
RFEP	74	82	67	13 (18%)	20 (24%)	24 (36%)	32 (43%)	21 (26%)	20 (30%)	24 (32%)	23 (28%)	21 (31%)	2 (3%)	13 (16%)	2 (3%)	3 (4%)	5 (6%)	0 (0%)
Economically Disadvantaged	168	156	131	32 (19%)	30 (19%)	35 (27%)	55 (33%)	48 (31%)	33 (25%)	62 (37%)	45 (29%)	52 (40%)	11 (7%)	19 (12%)	7 (5%)	8 (5%)	14 (9%)	4 (3%)
Students with Disabilities	16	15	25	0 (0%)	2 (13%)	6 (24%)	2 (13%)	2 (13%)	8 (32%)	9 (56%)	4 (27%)	5 (20%)	3 (19%)	5 (33%)	2 (8%)	2 (13%)	2 (13%)	4 (16%)
Gifted and Talented	46	11	15	29 (63%)	5 (55%)	8 (53%)	15 (33%)	3 (27%)	5 (33%)	2 (4%)	1 (9%)	2 (13%)	0 (0%)	1 (9%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

**Table 5a: Academic Performance by Ethnicity**  
**Center High**  
**2012 California STAR Test Results**

Subject Group	Count			Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
<b>Chemistry</b>																		
All Students	144	146	143	11 (8%)	12 (8%)	14 (10%)	40 (28%)	34 (23%)	48 (34%)	73 (51%)	68 (47%)	63 (44%)	14 (10%)	21 (14%)	13 (9%)	6 (4%)	11 (8%)	5 (3%)
African-American	14	17	15	0 (0%)	0 (0%)	0 (0%)	3 (21%)	3 (18%)	5 (33%)	8 (57%)	6 (35%)	7 (47%)	3 (21%)	5 (29%)	2 (13%)	0 (0%)	3 (18%)	1 (7%)
Amer. Indian or Alaskan Nat.	0	1	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (67%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	23	22	11	2 (9%)	1 (5%)	1 (9%)	12 (52%)	5 (23%)	4 (36%)	6 (26%)	14 (64%)	5 (45%)	2 (9%)	0 (0%)	1 (9%)	1 (4%)	2 (8%)	0 (0%)
Filipino-American	5	5	12	1 (20%)	1 (20%)	3 (25%)	0 (0%)	1 (20%)	3 (25%)	3 (60%)	2 (40%)	6 (50%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	1 (20%)	0 (0%)
Hispanic or Latino	28	16	22	2 (7%)	1 (6%)	1 (5%)	4 (14%)	2 (13%)	10 (45%)	16 (57%)	9 (56%)	8 (36%)	4 (14%)	4 (25%)	3 (14%)	2 (7%)	0 (0%)	0 (0%)
Pacific Islander	0	3	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)	1 (100%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)
White (not Hispanic)	55	81	78	5 (9%)	0 (0%)	0 (0%)	16 (29%)	23 (28%)	24 (31%)	30 (55%)	36 (44%)	34 (44%)	4 (7%)	10 (12%)	7 (9%)	1 (2%)	4 (5%)	4 (5%)
Two or More Races	19	1	1	2 (11%)	1 (100%)	0 (0%)	5 (26%)	0 (0%)	0 (0%)	10 (53%)	0 (0%)	1 (100%)	1 (5%)	0 (0%)	0 (0%)	1 (5%)	0 (0%)	0 (0%)
English Learner	0	2	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)	1 (100%)	0 (0%)	1 (50%)	0 (0%)
RFEP	27	35	46	1 (4%)	1 (3%)	2 (4%)	11 (41%)	5 (14%)	16 (35%)	12 (44%)	22 (63%)	22 (48%)	3 (11%)	3 (9%)	6 (13%)	0 (0%)	4 (11%)	0 (0%)
Economically Disadvantaged	42	57	58	1 (2%)	3 (5%)	5 (9%)	11 (26%)	11 (19%)	22 (38%)	21 (50%)	29 (51%)	25 (43%)	6 (14%)	9 (16%)	6 (10%)	3 (7%)	5 (9%)	0 (0%)
Students with Disabilities	3	2	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)	1 (50%)	1 (100%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Gifted and Talented	38	31	2	5 (13%)	4 (13%)	0 (0%)	16 (42%)	13 (42%)	1 (50%)	15 (39%)	12 (39%)	1 (50%)	2 (5%)	2 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Physics</b>																		
All Students	25	48	44	1 (4%)	5 (10%)	10 (23%)	14 (55%)	16 (33%)	13 (30%)	10 (40%)	23 (48%)	20 (45%)	0 (0%)	4 (8%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)
African-American	0	5	4	0 (0%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (80%)	3 (75%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Amer. Indian or Alaskan Nat.	0	1	0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	5	10	6	1 (20%)	0 (0%)	1 (17%)	3 (60%)	4 (40%)	0 (0%)	1 (20%)	6 (60%)	5 (83%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Filipino-American	0	0	3	0 (0%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	2	9	3	0 (0%)	2 (22%)	1 (33%)	0 (0%)	3 (33%)	1 (33%)	2 (100%)	4 (44%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Pacific Islander	0	2	0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White (not Hispanic)	12	21	26	0 (0%)	3 (14%)	6 (23%)	7 (58%)	7 (33%)	10 (38%)	5 (42%)	8 (38%)	9 (35%)	0 (0%)	3 (14%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)
Two or More Races	6	0	2	0 (0%)	0 (0%)	0 (0%)	4 (67%)	0 (0%)	1 (50%)	2 (33%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
RFEP	3	13	7	0 (0%)	0 (0%)	0 (0%)	1 (33%)	2 (15%)	0 (0%)	2 (67%)	10 (77%)	7 (100%)	0 (0%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Economically Disadvantaged	5	16	8	1 (20%)	1 (6%)	2 (25%)	2 (40%)	1 (6%)	2 (25%)	2 (40%)	13 (81%)	4 (50%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Students with Disabilities	1	1	0	0 (0%)	0 (0%)	0 (0%)	1 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Gifted and Talented	18	19	14	1 (6%)	3 (16%)	3 (21%)	8 (44%)	12 (63%)	7 (50%)	9 (50%)	3 (16%)	4 (29%)	0 (0%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

**Table 5a: Academic Performance by Ethnicity**  
**Center High**  
**2012 California STAR Test Results**

[illegible]

# Table 5b: Academic Performance by Grade Level

Center High

## 2012 California STAR Test Results

Subject Grade	Count			Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
<b>English/Language Arts</b>																		
All Grades	964	1005	931	208 (22%)	195 (19%)	196 (21%)	299 (31%)	304 (30%)	291 (31%)	288 (30%)	320 (32%)	278 (30%)	111 (12%)	123 (12%)	115 (12%)	58 (6%)	63 (6%)	51 (5%)
Grade 9	337	371	333	70 (21%)	86 (23%)	76 (23%)	105 (31%)	138 (37%)	111 (33%)	101 (30%)	108 (29%)	94 (28%)	44 (13%)	28 (8%)	38 (11%)	16 (5%)	11 (3%)	14 (4%)
Grade 10	333	327	309	69 (21%)	57 (16%)	61 (20%)	108 (32%)	66 (26%)	102 (33%)	97 (29%)	113 (35%)	104 (34%)	35 (11%)	55 (17%)	35 (11%)	24 (7%)	21 (6%)	7 (2%)
Grade 11	294	307	289	68 (23%)	57 (19%)	59 (20%)	85 (29%)	80 (26%)	78 (27%)	90 (31%)	99 (32%)	80 (28%)	32 (11%)	40 (13%)	42 (15%)	18 (6%)	31 (10%)	30 (10%)
<b>Mathematics</b>																		
All Grades	10	7	5	8 (80%)	4 (57%)	1 (20%)	1 (10%)	3 (43%)	0 (0%)	1 (10%)	0 (0%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (40%)
Grade 9	2	1	3	2 (100%)	0 (0%)	1 (33%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)
Grade 10	3	1	1	3 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)
Grade 11	5	5	1	3 (60%)	3 (60%)	0 (0%)	1 (20%)	2 (40%)	0 (0%)	1 (20%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>General Mathematics</b>																		
Grade 9	185	100	135	18 (10%)	5 (5%)	0 (0%)	46 (25%)	22 (22%)	22 (16%)	58 (31%)	33 (33%)	45 (33%)	43 (23%)	31 (31%)	50 (37%)	20 (11%)	9 (9%)	18 (13%)
<b>High School Mathematics</b>																		
Grade 11	63	52	69	21 (33%)	10 (19%)	19 (28%)	25 (40%)	22 (42%)	30 (43%)	15 (24%)	13 (25%)	15 (22%)	2 (3%)	7 (13%)	5 (7%)	0 (0%)	0 (0%)	0 (0%)
<b>Algebra I</b>																		
All Grades	252	338	266	16 (6%)	18 (5%)	21 (8%)	95 (38%)	101 (30%)	108 (41%)	87 (35%)	108 (32%)	74 (28%)	46 (18%)	87 (26%)	50 (19%)	8 (3%)	24 (7%)	13 (5%)
Grade 9	89	151	122	9 (10%)	12 (8%)	13 (11%)	49 (55%)	54 (36%)	65 (53%)	26 (29%)	46 (30%)	26 (21%)	5 (6%)	33 (22%)	13 (11%)	0 (0%)	6 (4%)	5 (4%)
Grade 10	115	126	82	5 (4%)	6 (5%)	7 (9%)	35 (30%)	32 (25%)	28 (34%)	45 (39%)	45 (36%)	32 (39%)	25 (22%)	36 (29%)	14 (17%)	5 (4%)	7 (6%)	1 (1%)
Grade 11	48	61	62	2 (4%)	0 (0%)	1 (2%)	11 (23%)	15 (25%)	15 (24%)	16 (33%)	17 (28%)	16 (26%)	16 (33%)	18 (30%)	23 (37%)	3 (6%)	11 (18%)	7 (11%)
<b>Geometry</b>																		
All Grades	222	246	226	27 (12%)	17 (7%)	10 (4%)	87 (39%)	75 (30%)	75 (33%)	78 (35%)	92 (37%)	86 (38%)	29 (13%)	60 (24%)	45 (20%)	1 (0%)	2 (1%)	10 (4%)
Grade 9	77	113	61	20 (26%)	11 (10%)	6 (10%)	34 (44%)	45 (40%)	28 (46%)	20 (26%)	39 (35%)	23 (38%)	3 (4%)	18 (16%)	3 (5%)	0 (0%)	0 (0%)	1 (2%)
Grade 10	94	68	92	5 (5%)	5 (7%)	2 (2%)	37 (39%)	16 (24%)	32 (35%)	43 (46%)	27 (40%)	32 (35%)	9 (10%)	18 (26%)	23 (25%)	0 (0%)	2 (3%)	3 (3%)
Grade 11	51	65	73	2 (4%)	1 (2%)	2 (3%)	16 (31%)	14 (22%)	15 (21%)	15 (29%)	26 (40%)	31 (42%)	17 (33%)	24 (37%)	19 (26%)	1 (2%)	0 (0%)	6 (8%)
<b>Algebra II</b>																		
All Grades	132	151	129	15 (11%)	31 (21%)	35 (27%)	45 (34%)	53 (35%)	61 (47%)	43 (33%)	45 (30%)	27 (21%)	27 (20%)	16 (11%)	6 (5%)	2 (2%)	6 (4%)	0 (0%)
Grade 9	0	0	13	0 (0%)	0 (0%)	10 (77%)	0 (0%)	0 (0%)	2 (15%)	0 (0%)	0 (0%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Grade 10	58	73	79	13 (22%)	27 (37%)	21 (27%)	26 (45%)	28 (38%)	40 (51%)	11 (19%)	15 (21%)	15 (19%)	8 (14%)	2 (3%)	3 (4%)	0 (0%)	1 (1%)	0 (0%)
Grade 11	74	78	37	2 (3%)	4 (5%)	4 (11%)	19 (26%)	25 (32%)	19 (51%)	32 (43%)	30 (38%)	11 (30%)	19 (26%)	14 (18%)	3 (8%)	2 (3%)	5 (6%)	0 (0%)
<b>Life Science</b>																		
Grade 10	319	327	309	99 (31%)	79 (24%)	83 (27%)	80 (25%)	72 (22%)	99 (32%)	89 (28%)	104 (32%)	92 (30%)	30 (9%)	36 (11%)	23 (7%)	21 (7%)	36 (11%)	12 (4%)
<b>United States History</b>																		
Grade 11	289	300	287	64 (22%)	58 (19%)	68 (24%)	104 (36%)	89 (30%)	98 (34%)	69 (24%)	85 (28%)	72 (25%)	25 (9%)	32 (11%)	20 (7%)	27 (9%)	36 (12%)	29 (10%)
<b>Earth Science</b>																		
All Grades	249	247	227	18 (7%)	33 (13%)	30 (13%)	49 (20%)	67 (27%)	58 (26%)	117 (47%)	84 (34%)	81 (36%)	26 (10%)	44 (18%)	32 (14%)	39 (16%)	19 (8%)	26 (11%)
Grade 9	230	212	197	16 (7%)	29 (14%)	25 (13%)	49 (21%)	59 (28%)	53 (27%)	107 (47%)	73 (34%)	72 (37%)	26 (11%)	38 (18%)	26 (13%)	32 (14%)	13 (6%)	21 (11%)
Grade 10	16	22	18	1 (6%)	4 (18%)	4 (22%)	0 (0%)	3 (14%)	3 (17%)	9 (56%)	8 (36%)	6 (33%)	0 (0%)	3 (14%)	4 (22%)	6 (33%)	4 (18%)	1 (6%)
Grade 11	3	13	12	1 (33%)	0 (0%)	1 (8%)	0 (0%)	5 (38%)	2 (17%)	1 (33%)	3 (23%)	3 (25%)	0 (0%)	3 (23%)	2 (17%)	1 (33%)	2 (15%)	4 (33%)



## 2012 California STAR Test Results

Multiple Measures, LLC. All Rights Reserved

**Table 5c: 2011-12 CAHSEE Performance Data**  
Center High

Grade Group	Tested Count	English-Language Arts					Tested Count	Mathematics				
		Percent Proficient or Above	Passed		Not Passed			Percent Proficient or Above	Passed		Not Passed	
			#	%	#	%			#	%	#	%
Grade 10												
All Students	314	63	284	90	30	10	311	68	287	92	24	8
African-American	48	52	43	90	5	10	48	52	44	92	4	8
Amer. Indian or Alaskan Nat	3	0	0	0	0	0	3	0	0	0	0	0
Asian-American	20	65	18	90	2	10	21	76	20	95	1	5
Filipino-American	20	75	19	95	1	5	20	75	20	100	0	0
Hispanic or Latino	65	58	58	89	7	11	65	62	58	89	7	11
Pacific Islander	6	0	0	0	0	0	6	0	0	0	0	0
White (not Hispanic)	151	67	136	90	15	10	147	75	135	92	12	8
Two or More Races	1	0	0	0	0	0	1	0	0	0	0	0
English Learner	17	6	11	65	6	35	17	35	14	82	3	18
RFEP	64	72	63	98	1	2	64	80	61	95	3	5
Economically Disadvantaged	155	56	138	89	17	11	153	61	138	90	15	10
Special Education Program	35	26	21	60	14	40	27	33	18	67	9	33
Grade 11												
All Students	44	na	24	55	13	30	17	na	9	53	5	29
African-American	8	na	0	0	0	0	3	na	0	0	0	0
Amer. Indian or Alaskan Nat	1	na	0	0	0	0	1	na	0	0	0	0
Asian-American	4	na	0	0	0	0	1	na	0	0	0	0
Filipino-American	3	na	0	0	0	0	1	na	0	0	0	0
Hispanic or Latino	3	na	0	0	0	0	4	na	0	0	0	0
Pacific Islander	1	na	0	0	0	0						
White (not Hispanic)	23	na	10	43	9	39	6	na	0	0	0	0
Two or More Races	1	na	0	0	0	0	1	na	0	0	0	0
English Learner	6	na	0	0	0	0						
RFEP	6	na	0	0	0	0						
Economically Disadvantaged	25	na	15	60	6	24	9	na	0	0	0	0
Special Education Program	18	na	3	17	10	56	3	na	0	0	0	0
Grade 12												
All Students	74	na	29	39	20	27	35	na	9	26	5	14
African-American	9	na	0	0	0	0	6	na	0	0	0	0
Amer. Indian or Alaskan Nat	1	na	0	0	0	0	1	na	0	0	0	0
Asian-American	10	na	0	0	0	0	2	na	0	0	0	0
Filipino-American	3	na	0	0	0	0	4	na	0	0	0	0
Hispanic or Latino	12	na	0	0	0	0	7	na	0	0	0	0
Pacific Islander	4	na	0	0	0	0						
White (not Hispanic)	33	na	10	30	9	27	13	na	0	0	0	0
Two or More Races	2	na	0	0	0	0	2	na	0	0	0	0
English Learner	21	na	0	0	0	0	2	na	0	0	0	0
RFEP	8	na	0	0	0	0	5	na	0	0	0	0
Economically Disadvantaged	44	na	15	34	6	14	17	na	0	0	0	0
Special Education Program	27	na	3	11	10	37	9	na	0	0	0	0

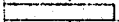
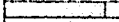


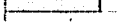
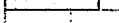


# Table 6: 2012 CST Reporting Clusters

Center High - Grade 9

Grade 9 Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency
<b>Language Arts</b>	308	75	64%	179	58%
Word Analysis and Vocabulary Development		8	59%	182	58%
Reading Comprehension		18	66%	164	52%
Literary Response and Analysis		16	67%	183	58%
Written Conventions		13	64%	165	53%
Writing Strategies		20	60%	169	54%
<b>General Math</b>	135	65	48%	22	16%
Rational Numbers		14	49%	34	25%
Exponents, powers, and roots		10	34%	20	15%
Quantitative relationships and evaluating expressions		11	48%	39	29%
Multi-step problems, graphing, and functions		10	56%	24	18%
Measurement and geometry		11	41%	30	22%
Statistics, data analysis, and probability		9	58%	46	34%
<b>Algebra I</b>	122	65	61%	78	64%
Number properties, operations, and linear equations		17	70%	78	64%
Graphing and systems of linear equations		14	55%	56	46%
Quadratics and polynomials		21	63%	73	60%
Functions and rational expressions		13	53%	83	68%
<b>Geometry</b>	61	65	69%	34	56%
Logic and geometric proofs		23	67%	34	56%
Volume and area formulas		11	66%	27	44%
Angle relationships, constructions, and lines		16	68%	38	62%
Trigonometry		15	74%	38	62%
<b>Algebra II</b>	13	65	85%	12	92%
Polynomials and rational expressions		19	83%	11	85%
Quadratics, conics, and complex numbers		16	85%	12	92%
Exponents and logarithms		16	86%	11	85%
Series, combinatorics, probability and statistics		14	86%	13	100%
<b>Earth Science</b>	197	60	62%	79	40%
Astronomy and cosmology		12	68%	95	48%
Solid earth		14	61%	88	45%
The Earth's energy		28	60%	79	40%
Investigation and experimentation		6	63%	83	42%

**Table 6: 2012 CST Reporting Clusters**  
Center High - Grade 9

<b>Grade 9 (Cont.) Subject Cluster</b>	<b># Valid Scores</b>	<b># of Ques.</b>	<b>Avg. % Correct</b>	<b>Proficient Count</b>	<b>Percent of Students Achieving Proficiency</b>	
<b>Biology</b>	78	60	77%	65	83%	
Cell biology		9	76%	59	76%	
Genetics		18	78%	64	82%	
Ecology and evolution		16	76%	64	82%	
Physiology		11	75%	56	72%	
Investigation and experimentation		6	83%	55	71%	

# Table 6: 2012 CST Reporting Clusters

Center High - Grade 10

Grade 10 Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency
<b>Language Arts</b>	297	75	68%	162	55%
Word Analysis and Vocabulary Development		8	70%	176	59%
Reading Comprehension		18	70%	133	44%
Literary Response and Analysis		16	65%	155	52%
Written Conventions		13	69%	146	49%
Writing Strategies		20	65%	157	52%
<b>Algebra I</b>	82	65	57%	35	43%
Number properties, operations, and linear equations		17	67%	39	48%
Graphing and systems of linear equations		14	54%	39	48%
Quadratics and polynomials		21	59%	38	46%
Functions and rational expressions		13	43%	40	49%
<b>Geometry</b>	92	65	59%	34	37%
Logic and geometric proofs		23	59%	31	34%
Volume and area formulas		11	58%	35	38%
Angle relationships, constructions, and lines		16	59%	33	36%
Trigonometry		15	62%	36	39%
<b>Algebra II</b>	79	65	73%	61	77%
Polynomials and rational expressions		19	79%	60	76%
Quadratics, conics, and complex numbers		16	71%	62	78%
Exponents and logarithms		16	73%	44	56%
Series, combinatorics, probability and statistics		14	65%	59	75%
<b>Life Science</b>	300	60	69%	179	60%
Cell Biology		10	56%	149	50%
Genetics		12	63%	170	57%
Physiology		10	70%	140	47%
Ecology		11	73%	202	67%
Evolution		11	71%	189	63%
Investigation and experimentation		6	79%	204	68%
<b>Earth Science</b>	18	60	62%	7	39%
Astronomy and cosmology		12	67%	8	44%
Solid earth		14	60%	6	33%
The Earth's energy		28	63%	8	44%
Investigation and experimentation		6	55%	5	28%

# Table 6: 2012 CST Reporting Clusters

Center High - Grade 10

Grade 10 (Cont.) Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency
<b>Biology</b>	118	60	64%	55	47%
Cell biology		9	64%	63	53%
Genetics		18	62%	61	52%
Ecology and evolution		16	66%	58	49%
Physiology		11	65%	55	47%
Investigation and experimentation		6	63%	42	36%
<b>Chemistry</b>	97	60	68%	48	49%
Atomic and molecular structure		8	56%	52	54%
Chemical bonds, biochemistry		9	78%	68	70%
Kinetics, thermodynamics		14	66%	33	34%
Chemical reactions		13	66%	54	56%
Conservation of matter and stoichiometry		10	63%	47	48%
Investigation and experimentation		6	85%	75	77%
<b>World History</b>	304	60	64%	124	41%
Development of modern political thought		13	63%	118	38%
Industrial expansion and imperialism		10	64%	120	38%
Causes and effects of the 1st World War		14	61%	122	39%
Causes and effects of the 2nd World War		13	63%	157	50%
International developments in the Post WW II era		10	62%	153	49%

# Table 6: 2012 CST Reporting Clusters

Center High - Grade 11

Grade 11 Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency	
<b>Language Arts</b>	280	75	65%	135	48%	
Word Analysis and Vocabulary Development		8	70%	107	38%	
Reading Comprehension		19	63%	127	45%	
Literary Response and Analysis		17	60%	144	51%	
Written Conventions		9	72%	170	60%	
Writing Strategies		22	64%	132	47%	
<b>High School Math</b>	69	65	80%	49	71%	
Algebra I		18	82%	51	74%	
Geometry		19	81%	46	67%	
Algebra II		23	81%	51	74%	
Probability and statistics		5	68%	38	55%	
<b>Algebra I</b>	61	65	47%	15	25%	
Number properties, operations, and linear equations		17	58%	19	31%	
Graphing and systems of linear equations		14	42%	11	18%	
Quadratics and polynomials		21	48%	17	28%	
Functions and rational expressions		13	34%	20	33%	
<b>Geometry</b>	73	65	56%	17	23%	
Logic and geometric proofs		23	53%	17	23%	
Volume and area formulas		11	55%	21	29%	
Angle relationships, constructions, and lines		16	56%	21	29%	
Trigonometry		15	59%	20	27%	
<b>Algebra II</b>	37	65	67%	23	62%	
Polynomials and rational expressions		19	73%	21	57%	
Quadratics, conics, and complex numbers		16	67%	24	65%	
Exponents and logarithms		16	67%	18	49%	
Series, combinatorics, probability and statistics		14	58%	19	51%	
<b>United States History</b>	287	60	65%	166	58%	
Foundations of American political and social thought		10	63%	148	51%	
Industrialization and the U.S. as a world power		13	66%	173	59%	
United States between the World Wars		12	65%	177	61%	
World War II and foreign affairs		12	64%	163	56%	
Post World War II domestic issues		13	64%	161	55%	
<b>Earth Science</b>	12	60	51%	3	25%	
Astronomy and cosmology		12	54%	3	25%	
Solid earth		14	54%	4	33%	
The Earth's energy		28	49%	3	25%	
Investigation and experimentation		6	43%	1	8%	

# Table 6: 2012 CST Reporting Clusters

Center High - Grade 11

Grade 11 (Cont.) Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency	
<b>Biology</b>	83	60	66%	47	57%	
Cell biology		9	64%	47	57%	
Genetics		18	63%	45	54%	
Ecology and evolution		16	70%	52	63%	
Physiology		11	68%	47	57%	
Investigation and experimentation		6	67%	35	42%	
<b>Chemistry</b>	46	60	61%	14	30%	
Atomic and molecular structure		8	52%	17	37%	
Chemical bonds, biochemistry		9	66%	22	48%	
Kinetics, thermodynamics		14	61%	14	30%	
Chemical reactions		13	62%	21	46%	
Conservation of matter and stoichiometry		10	52%	13	28%	
Investigation and experimentation		6	76%	24	52%	
<b>Physics</b>	44	60	66%	23	52%	
Motion and forces		12	67%	19	43%	
Conservation of energy and momentum		12	66%	26	59%	
Heat and thermodynamics		9	74%	35	80%	
Waves		10	62%	22	50%	
Electric and magnetic phenomena		11	56%	16	36%	
Investigation and experimentation		6	75%	23	52%	



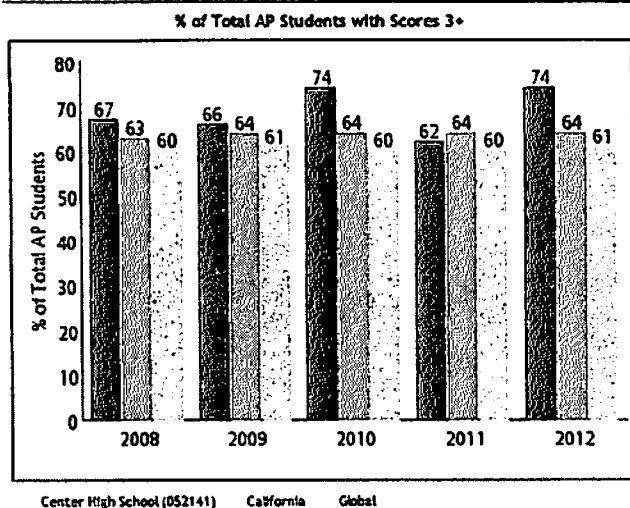
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# AP Five-Year School Score Summary (2012)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Jul 31, 2012, Report Run Aug 6, 2012

Center High School (052141)



	2008	2009	2010	2011	2012
<b>Center High School (052141)</b>					
Total AP Students	72	85	57	76	90
Number of Exams	130	178	119	147	195
AP Students with Scores 3+	48	56	42	47	67
% of Total AP Students with Scores 3+	66.7	65.9	73.7	61.8	74.4
<b>California</b>					
Total AP Students	252,099	265,107	282,819	301,505	321,211
Number of Exams	457,163	481,161	518,476	555,057	594,254
AP Students with Scores 3+	158,290	170,633	181,485	191,999	206,999
% of Total AP Students with Scores 3+	62.8	64.4	64.2	63.7	64.4
<b>Global</b>					
Total AP Students	1,589,330	1,698,133	1,855,310	1,982,133	2,104,721
Number of Exams	2,754,327	2,944,031	3,236,335	3,475,395	3,709,159
AP Students with Scores 3+	955,312	1,038,383	1,116,959	1,193,062	1,293,288
% of Total AP Students with Scores 3+	60.1	61.1	60.2	60.2	61.4

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (colored-based) and includes public school data only.



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# AP Current Year Score Summary (2012)

This report lists the total numbers of each score (1 to 5) for each AP subject.

✓ Data Updated Jul 9, 2012, Report Run Jul 26, 2012

Show :  Go

Disciplines

Center High School (052141)

Total AP Students in Your School: 91

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	36	46	52	41	24	199
Percentage of Total	18	23	26	21	12	100
Subject Totals	5	4	3	2	1	Total Exams
English Language and Composition	2	2	1			5
English Literature and Composition	2	7	20	14	4	47
Macroeconomics		3	5	5	3	16
United States Government and Politics	1	4	4	4	1	14
United States History		5	7	9	3	24
Calculus AB	20	8	2			30
Calculus BC	1					1
Statistics	5	12	8	6	8	39
Biology	5	5	5	2	5	22
Spanish Language				1		1



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## Cognos Viewer - School Summary with Comparable Groups

HIKEJCRDAN

## AP School Summary with Comparable Groups (2012)

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This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

✓ Data Updated Jul 9, 2012, Report Run Jul 26, 2012

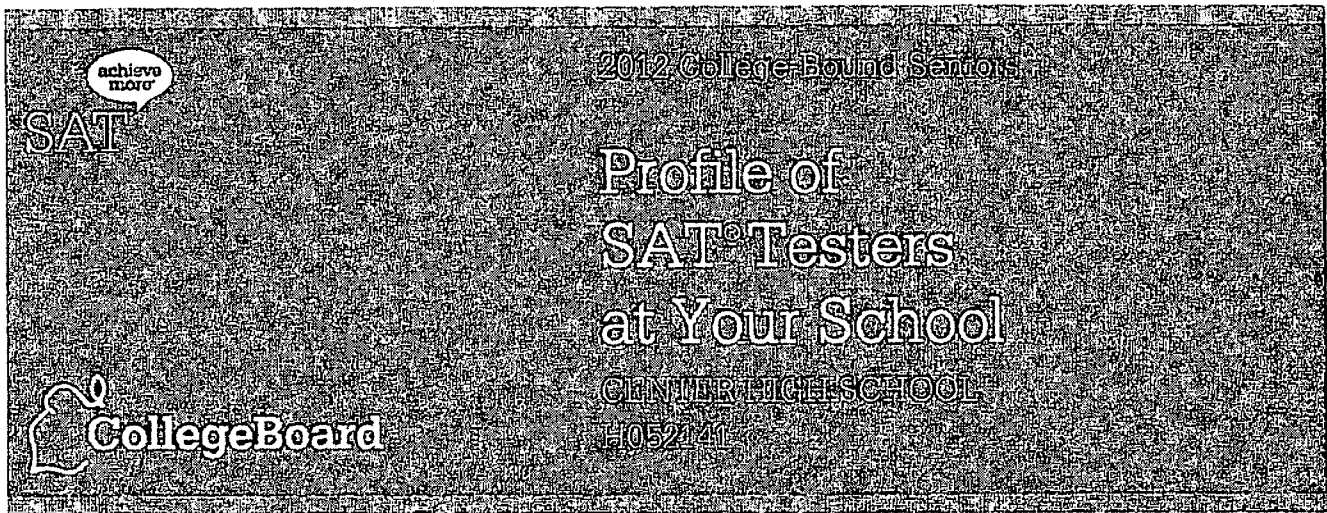
Exams at your School or All Exams : Exams at Your School

<< Customize Report

## Center High School (052141)

	Score	Eng Lang Comp	Eng Lit Comp	Macr Econ	US Gov Pol	US Hist	Calc AB	Calc BC	Stat	Biol	Span Lang	Total Exams*
School (052141)	5	2	2		1		20	1	5	5		36
	4	2	7	3	4	5	8		12	5		46
	3	1	20	5	4	7	2		8	5		52
	2		14	5	4	9			6	2	1	41
	1		4	3	1	3			8	5		24
	Total Number of Exams	5	47	16	14	24	30	1	39	22	1	199
	Mean Score	4.20	2.77	2.50	3.00	2.58	4.60	5.00	3.00	3.14	2.00	3.15
	Standard Deviation	0.84	0.96	1.03	1.11	0.97	0.62	0.00	1.36	1.49	0.00	1.28
	Total Schools	1	1	1	1	1	1	1	1	1	1	1
California	5	7,840	4,995	1,894	4,704	8,601	11,988	8,613	2,975	6,874	10,599	97,562
	4	13,851	9,989	3,664	6,132	15,100	7,301	2,556	4,761	5,440	12,297	120,442
	3	20,620	17,238	2,941	10,740	14,564	7,367	2,387	6,113	4,552	8,956	140,974
	2	21,533	19,771	2,847	10,986	17,648	4,409	763	4,322	4,439	5,220	124,171
	1	7,873	5,321	3,334	10,372	12,391	12,885	1,742	5,264	10,209	2,914	110,727
	Total Number of Exams	71,717	57,314	14,680	42,934	68,304	43,950	16,061	23,435	31,514	39,986	593,876
	Mean Score	2.89	2.82	2.86	2.62	2.85	3.02	3.97	2.82	2.82	3.56	2.95
	Standard Deviation	1.17	1.10	1.36	1.29	1.30	1.59	1.36	1.33	1.57	1.21	1.35
	Total Schools	1,272	1,347	459	1,057	1,353	1,357	756	789	1,028	1,273	1,702
United States	5	47,791	30,683	12,074	29,901	49,508	63,388	43,755	18,296	36,111	31,696	543,200





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### Included in This Report

SAT® Data

SAT Subject Tests™ Data

College Plans

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**DATA EMBARGO IN EFFECT** This report contains information on college-bound students in the class of 2012 who took the SAT® or SAT Subject Tests™ at any time during high school. Data and other information in this report should not be released to the public before 11 a.m. EDT on Monday, September 24, 2012.

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## SAT® Data

Data in this report are for high school graduates in the year 2012. Information is summarized for seniors who took the SAT at any time during their high school years through June 2012. If a student took the test more than once, the most recent score is used.

**Table 1: Overall Mean Scores**

SAT	Test-Takers	Critical Reading		Mathematics		Writing*		Writing Subscores			
								Multiple Choice		Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Total	110	477	94	519	92	462	89	46.3	9.3	7.2	1.3

**Table 2: Mean Scores by Gender**

SAT	Test-Takers	Critical Reading		Mathematics		Writing		Writing Subscores			
								Multiple Choice		Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Female	64	483	91	515	94	476	92	47.5	9.2	7.4	1.2
Male	46	467	97	525	89	442	81	44.6	9.1	6.8	1.4

**Table 3: Year in Which Seniors Last Took the SAT**

Scores are from the last administration in which seniors took the SAT.

SAT	Test-Takers	Critical Reading		Mathematics		Writing		Writing Subscores			
								Multiple Choice		Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Senior (2011-2012)	87	481	89	520	89	466	89	46.4	9.1	7.3	1.2
Junior (2010-2011)	22	463		518		446		45.6		6.5	
Sophomore (2009-2010)	1										
Freshman (2008-2009)											
Total	110	477	94	519	92	462	89	46.3	9.3	7.2	1.3

**Table 4: Mean Scores for State and Total Group**

Mean scores for the state and total group may serve as points of reference when evaluating mean scores for the high school.

SAT	Test-Takers	Critical Reading		Mathematics		Writing		Writing Subscores			
								Multiple Choice		Essay	
	Number	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
California	231,964	495	113	512	119	496	113	49.5	11.4	7.5	1.5
Total	1,664,479	496	114	514	117	488	114	48.9	11.5	7.2	1.6

\*Writing data are based on students who took the current version of the SAT, first administered in March 2005. The Writing section contains one essay (30 percent of the total score) and 49 multiple-choice questions (70 percent of the total score). Essay scores range from 2 to 12, with a very small percentage of students (less than 0.3%) receiving scores of 0 on the essay, for essays written completely off topic. Multiple-choice scores range from 20 to 80.

Note: Mean scores are reported when there are five or more test-takers. Standard deviations are reported when there are 25 or more test-takers.



# SAT Subject Tests™ Data

**Table 8: Number of Test-Takers and Tests for SAT Subject Tests**

Students Who Took SAT Subject Tests		Students Who Took an SAT Subject Test and Also Took the SAT			
Number of Test-Takers	Number of Tests	Number of Test-Takers	Critical Reading	Mathematics	Writing
10	23	10	570	641	569
Students Who Took One or More Different SAT Subject Tests					
Number of Tests Taken	Number of Test-Takers	Percentage of Total Test-Takers Who Took One or More Tests			
1	1	10			
2	7	70			
3					
4 or More	2	20			

**Table 9: Mean Scores for SAT Subject Tests and for Students Who Also Took the SAT**

Most, but not all, students who take SAT Subject Tests also take the SAT. This table provides SAT Subject Test scores for students who took SAT Subject Tests. It also provides the SAT scores for those students who also took the SAT.

Those students who also took the SAT.

SAT Subject Test				SAT						
English	N	Mean	SD	N	Critical Reading Mean	SD	Mathematics Mean	SD	Writing Mean	SD
Literature	1			1						
<b>History and Social Studies</b>										
U.S. History	6	580		6	612		642		575	
World History										
<b>Mathematics</b>										
Mathematics Level 1										
Mathematics Level 2	9	657		9	552		648		562	
<b>Science</b>										
Biology E	2			2						
Biology M	3			3						
Chemistry	1			1						
Physics										
<b>Foreign and Classical Languages</b>										
Chinese with Listening										
French										
French with Listening										
German										
German with Listening										
Modern Hebrew										
Italian										
Japanese with Listening										
Korean with Listening										
Latin										
Spanish	1			1						
Spanish with Listening										

# ACT<sup>®</sup>

College Readiness Letter for  
CENTER HIGH SCHOOL

August 22, 2012

Code: 052141

PRINCIPAL  
CENTER HIGH SCHOOL  
3111 CENTER COURT LN  
ANTELOPE, CA 95843



011061110

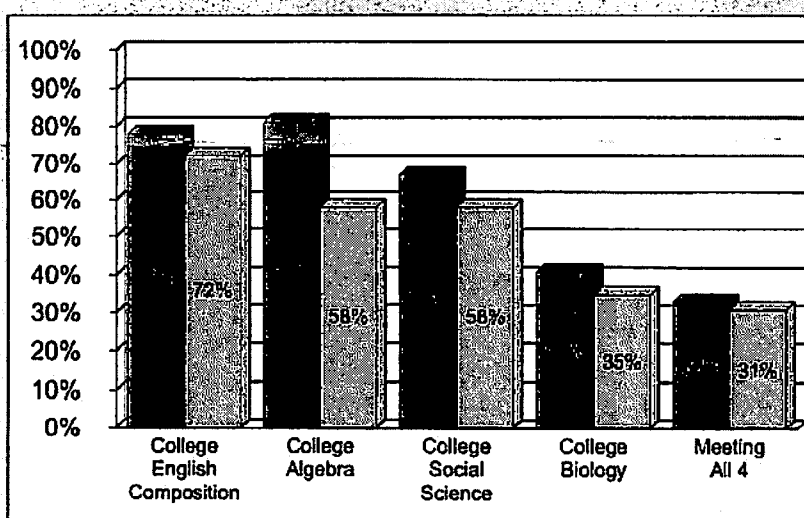
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

**Table 1: Five Year Trends - Average ACT Scores**

Grad Year	School	State	School	State	School	State	School	State	School	State	School	State
2008	25	72,326	22.8	21.8	25.2	22.8	23.8	22.4	21.4	21.3	23.4	22.2
2009	46	81,494	22.0	21.8	24.2	22.8	24.0	22.4	22.1	21.4	23.2	22.2
2010	24	90,371	21.0	21.7	24.4	22.9	22.4	22.3	22.9	21.5	22.8	22.2
2011	49	99,002	22.4	21.6	24.3	22.7	23.7	22.0	22.3	21.4	23.3	22.1
2012	27	103,024	20.7	21.6	25.1	22.8	21.9	22.1	22.4	21.5	22.8	22.1

**Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework**



## Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

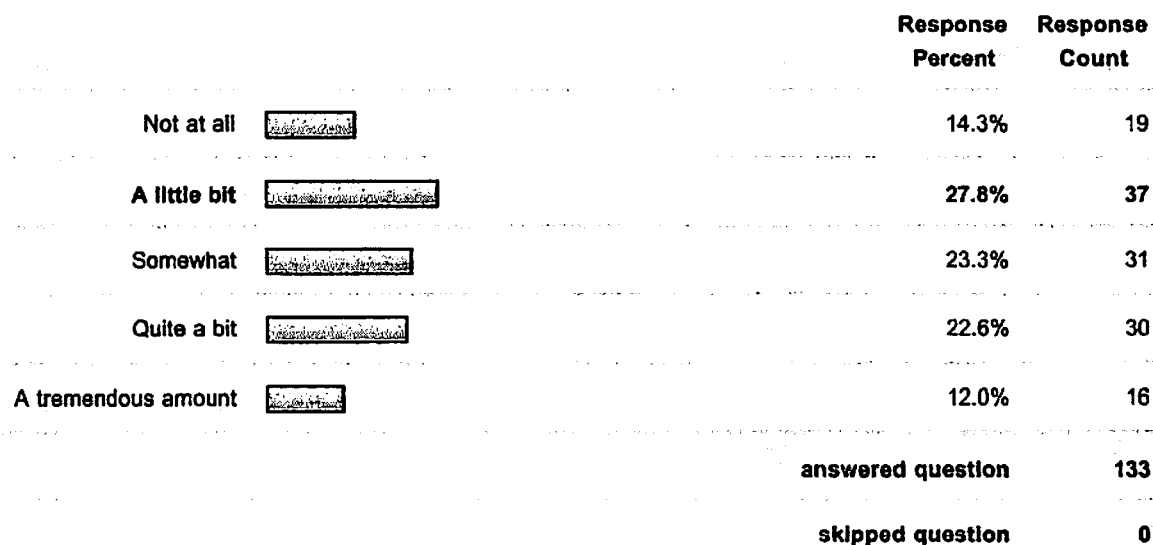
- \* English Composition: 18 on ACT English Test
- \* Algebra: 22 on ACT Mathematics Test
- \* Social Science: 21 on ACT Reading Test
- \* Biology: 24 on ACT Science Test

■ Your School  
□ State

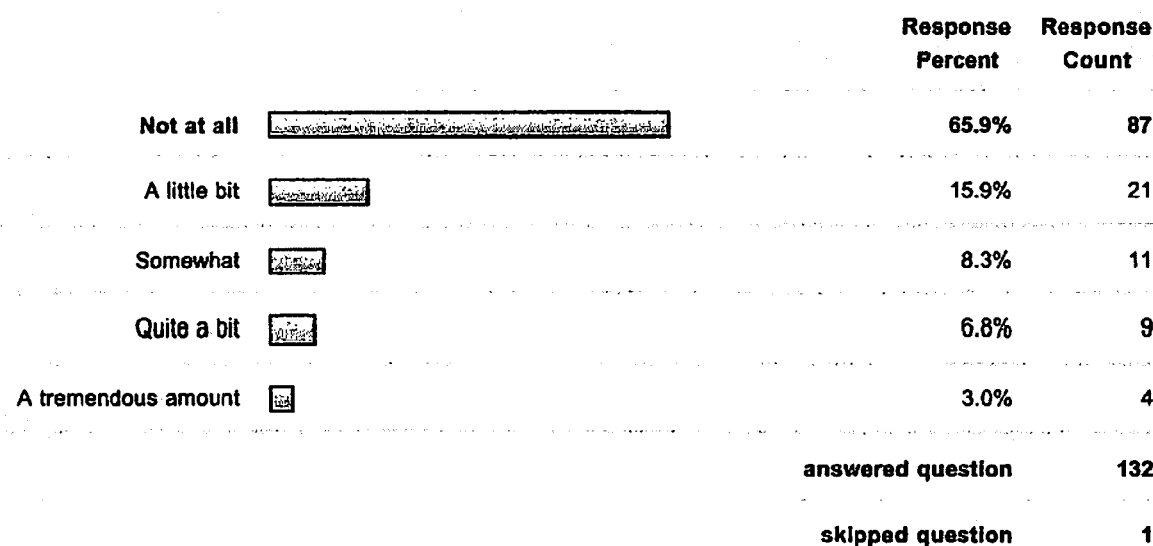
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.






**1. How much does a busy schedule prevent you from becoming involved with your child's current school?**








**2. How much do childcare needs prevent you from becoming involved with your child's current school?**



### 3. How much does your child not wanting you to contact the school prevent you from becoming involved with your child's current school?

		Response Percent	Response Count
Not at all		73.5%	97
A little bit		12.1%	16
Somewhat		8.3%	11
Quite a bit		5.3%	7
A tremendous amount		0.8%	1
answered question			132
skipped question			1

### 4. How much do negative memories of your own school experience prevent you from becoming involved with your child's current school?

		Response Percent	Response Count
Not at all		90.8%	119
A little bit		4.6%	6
Somewhat		3.1%	4
Quite a bit		0.8%	1
A tremendous amount		0.8%	1
answered question			131
skipped question			2



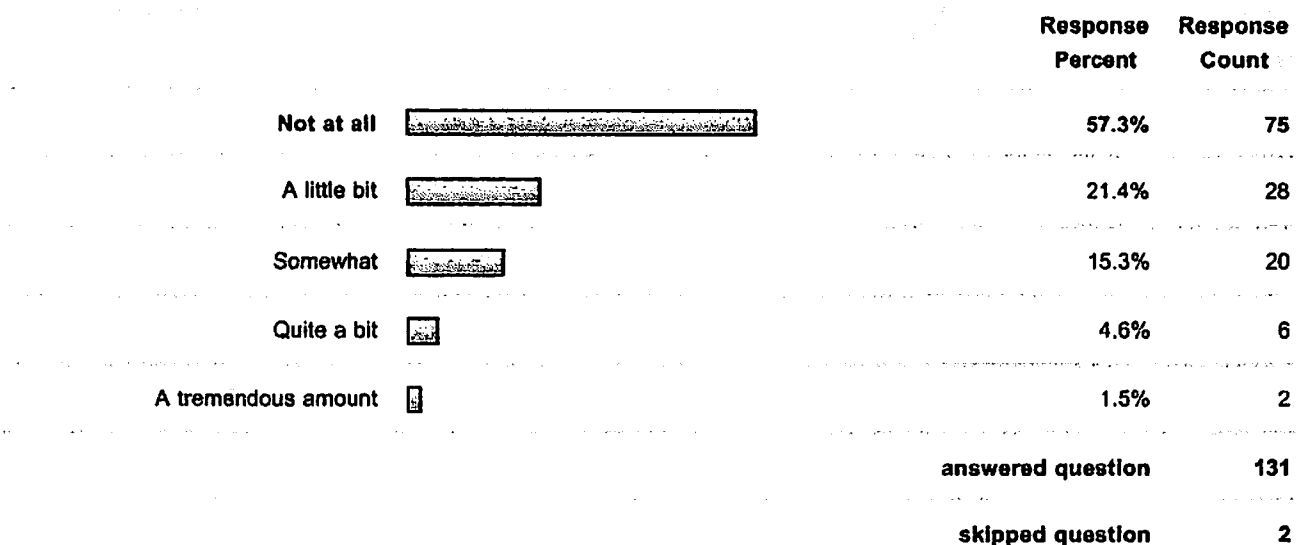
**5. How much does the school not making parents feel welcome prevent you from becoming involved with your child's current school?**

		Response Percent	Response Count
Not at all		64.1%	84
A little bit		21.4%	28
Somewhat		9.2%	12
Quite a bit		3.8%	5
A tremendous amount		1.5%	2
answered question			131
skipped question			2

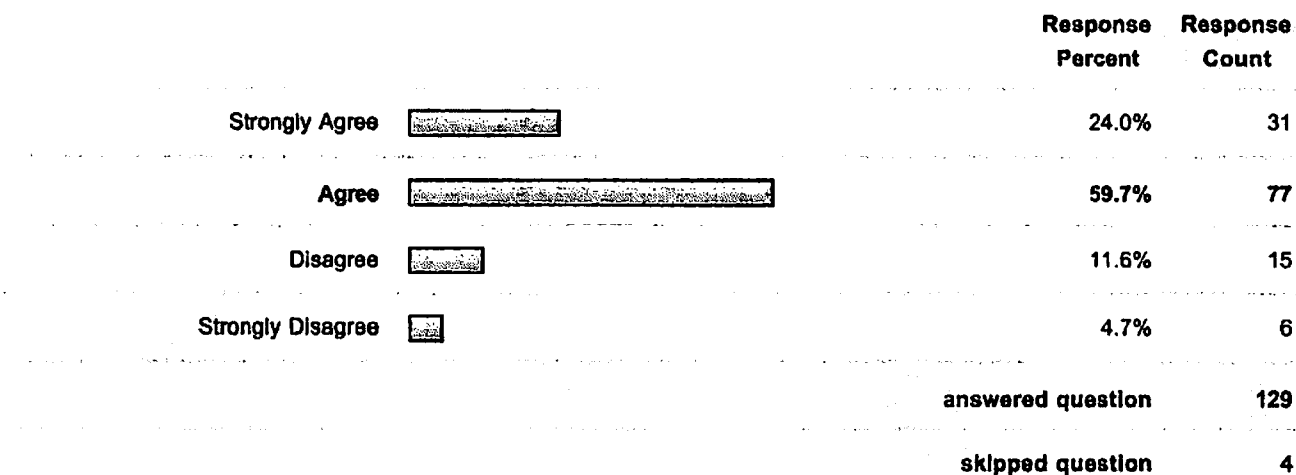
**6. How much does the school providing little information about involvement opportunities prevent you from becoming involved with your child's current school?**

		Response Percent	Response Count
Not at all		43.1%	56
A little bit		24.6%	32
Somewhat		21.5%	28
Quite a bit		10.0%	13
A tremendous amount		0.8%	1
answered question			130
skipped question			3





**7. How much does feeling like you don't belong to your child's school community prevent you from becoming involved with your child's current school?**







**8. I am happy with my student's teachers.**



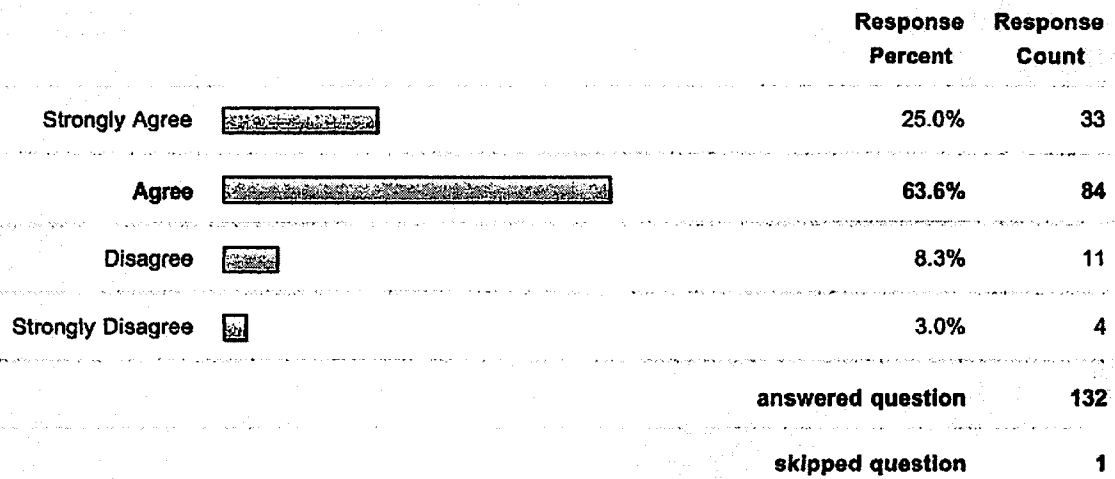
**9. I am satisfied with the school's administration.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Strongly Agree</b>		<b>26.5%</b>	<b>35</b>
<b>Agree</b>		<b>60.6%</b>	<b>80</b>
<b>Disagree</b>		<b>10.6%</b>	<b>14</b>
<b>Strongly Disagree</b>		<b>2.3%</b>	<b>3</b>
<b>answered question</b>			<b>132</b>
<b>skipped question</b>			<b>1</b>

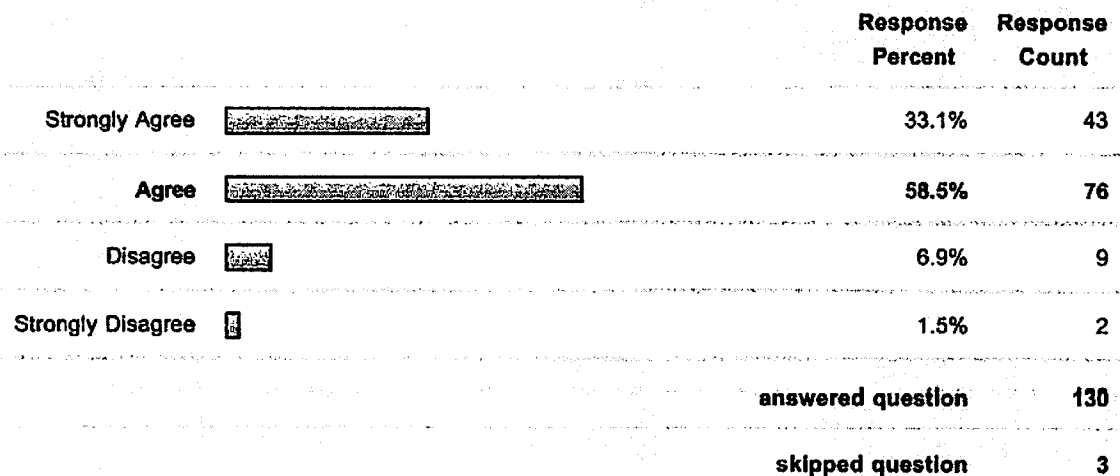
**10. I am satisfied with the counseling and guidance services to plan for high school and beyond.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Strongly Agree</b>		<b>14.7%</b>	<b>19</b>
<b>Agree</b>		<b>57.4%</b>	<b>74</b>
<b>Disagree</b>		<b>19.4%</b>	<b>25</b>
<b>Strongly Disagree</b>		<b>8.5%</b>	<b>11</b>
<b>answered question</b>			<b>129</b>
<b>skipped question</b>			<b>4</b>





**11. I am satisfied with the extra-curricular and co-curricular programs such as athletics and clubs.**







**12. I feel welcome at Center High School.**







**13. There is general order at Center High School.**

		Response Percent	Response Count
Strongly Agree		24.4%	32
Agree		64.9%	85
Disagree		6.9%	9
Strongly Disagree		3.8%	5
answered question			131
skipped question			2





**14. I am satisfied with the communication from Center High School regarding programs, events, and services.**

		Response Percent	Response Count
Strongly Agree		39.4%	52
Agree		47.7%	63
Disagree		9.8%	13
Strongly Disagree		3.0%	4
answered question			132
skipped question			1

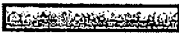



**15. I am happy that my child attends Center High School.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Strongly Agree</b>		<b>38.9%</b>	<b>51</b>
<b>Agree</b>		<b>53.4%</b>	<b>70</b>
<b>Disagree</b>		<b>4.6%</b>	<b>6</b>
<b>Strongly Disagree</b>		<b>3.1%</b>	<b>4</b>
<b>answered question</b>			<b>131</b>
<b>skipped question</b>			<b>2</b>





**16. Center High School's facilities are well-maintained.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Strongly Agree</b>		<b>16.8%</b>	<b>22</b>
<b>Agree</b>		<b>64.1%</b>	<b>84</b>
<b>Disagree</b>		<b>14.5%</b>	<b>19</b>
<b>Strongly Disagree</b>		<b>4.6%</b>	<b>6</b>
<b>answered question</b>			<b>131</b>
<b>skipped question</b>			<b>2</b>

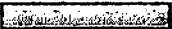



**17. At Center High School, rules and expectations are clearly defined and communicated.**

		Response Percent	Response Count
Strongly Agree		28.8%	38
Agree		57.6%	76
Disagree		11.4%	15
Strongly Disagree		2.3%	3
answered question			132
skipped question			1

**18. At Center High School, there is a culture of high academic and behavior expectations for everyone.**

		Response Percent	Response Count
Strongly Agree		21.5%	28
Agree		60.0%	78
Disagree		14.6%	19
Strongly Disagree		3.8%	5
answered question			130
skipped question			3

**19. At Center High School students and parents feel safe.**

	Response Percent	Response Count
Strongly Agree 	27.5%	36
Agree 	61.1%	80
Disagree 	7.6%	10
Strongly Disagree 	3.8%	5
answered question		131
skipped question		2

**20. Please add any comments you may have regarding Center High School.**

	Response Count
	44
answered question	44
skipped question	89



**Q20. Please add any comments you may have regarding Center High School.**

- |    |   |                       |
|----|---|-----------------------|
| 1  | Teachers are lazy and most don't communicate with the parents unless the parents initiate it. Also, classrooms are disruptive - "jocks", "cheerleaders", and "gangstas" are allowed to rule the school.   | Mar 11, 2013 12:50 PM |
| 2  | your school needs major updating.   | Mar 8, 2013 11:40 AM  |
| 3  | I am happy with Center, however, I am disappointed that it appears that every sport is recognized except Softball (dead giveaway that I have a kid that plays). Last year and this year I notice that when posting events, softball is not posted. Also, when we have cancellations due to weather, they don't reschedule - but if it was a boys sport, especially football or basketball, they would make sure it was rescheduled. Other than that, I have been happy with Center. | Mar 6, 2013 3:52 PM   |
| 4  | Students who do sports are treated much better and with get away with a lot more than anyone else, special ed students are targeted be regular ed students to a good degree. Special ed teachers need their prep back to actually be able to hold and prepare for the students IEPs in a timely fashion.  | Mar 4, 2013 9:30 AM   |
| 5  | I am the parent of Heather Padilla  | Mar 1, 2013 12:21 PM  |
| 6  | Please rephrase questions from 7 - 19, and more neutral kind answers. I can't say that I'm HAPPY, but I'm Okay with some of that stuff. G.N.  | Mar 1, 2013 12:32 AM  |
| 7  | thank you for all the extra time you care   | Feb 28, 2013 11:20 PM |
| 8  | this school is very safe, and the kids do learn a lot.  | Feb 28, 2013 8:23 PM  |
| 9  | We are happy with Center High School. Our limited involvement has more to do with taking care of another special needs child. We will look to see around those restrictions how we can take part in school activities. We think Center High and it's staff is doing an excellent job.   | Feb 28, 2013 8:15 AM  |
| 10 | n/a   | Feb 27, 2013 11:36 PM |
| 11 | My three oldest kids, whom are all attending college, graduated from Center.I also have my two youngest kids currently attending Center. I strongly believe that that Center's academic curriculum is a solid one, which prepares students for college.   | Feb 26, 2013 11:05 PM |
| 12 | I feel my child well benefit in life attending Center High.   | Feb 26, 2013 8:47 PM  |
| 13 | It's a great school & I'm happy that my children are students of this school.   | Feb 25, 2013 11:08 PM |
| 14 | We specifically moved out of Twin Rivers Unified School District 2 years ago so our children would be able to go to Center High School.   | Feb 25, 2013 5:24 PM  |
| 15 | concerns regarding qualifications of some athletic coaches  | Feb 23, 2013 11:46 PM |
| 16 | It would be great if Center Admin./staff would send important announcements to parents via email to keep us informed.   | Feb 23, 2013 8:08 AM  |
| 17 | Having a triannual IEP meeting where only 2 teachers attend is not acceptable   | Feb 23, 2013 2:16 AM  |
| 18 | CENTER HIGH SCHOOL IS THE SHIT!   | Feb 22, 2013 8:28 PM  |

**Q20. Please add any comments you may have regarding Center High School.**

- |    |   |                       |
|----|---|-----------------------|
| 19 | I feel there should be better communication between students and teachers. when my daughter is failing two classes, I felt maybe I should have been contacted sooner. She is a freshman , and just this week while emailing the counselor- I somewhat felt like I got the "brush off" until I pressed harder.   | Feb 22, 2013 1:27 PM  |
| 20 | This is my second child to attend CHS, it's an excellent school.  | Feb 22, 2013 1:14 PM  |
| 21 | I wish Center have private tutoring after class, I do not mind to pay.  | Feb 22, 2013 10:43 AM |
| 22 | I'm very happy  | Feb 22, 2013 10:16 AM |
| 23 | I am thankful that I can email my daughters' teachers anytime. While some may not respond I know that I will have back-up documentation of my attempt should that be necessary (luckily it never has). I am very fortunate that my daughter has Ms. Ed and in that past had Dr. Tree and Ms. Hollis. All of these remarkable women have assisted my daughter in growing into a strong young woman. The guidance and support of each have given my daughter a safe person to go to in times of need. Knowing that type of compasion and caring from each gave me a sense of calmness that should something occur my daughter could freely discuss her thoughts and feelings. | Feb 17, 2013 3:26 PM  |
| 24 | It is too bad that all students aren't there to learn, and are allowed to disrupt those that are.   | Feb 13, 2013 12:38 PM |
| 25 | The best thing about Center High School is the MCA program. My child is happy, and confident. The MCA teachers are excellent, and really care about their students. My son has had an excellent highschool experience because of the MCA program and the teachers that make it so great. I hope my younger son will also have the opportunity to participate in the MCA.  | Feb 11, 2013 4:16 PM  |
| 26 | It would be a safer school if there were security cameras in hidden areas. Alot of students walk frm the back of the school through the park and onto the the back field. The parking lot should have some type of fencing to prevent the through traffic from Watt Avenue having easy access.  | Feb 11, 2013 2:05 PM  |
| 27 | The bathrooms are disgusting and the last time I went there they had not been cleaned   | Feb 11, 2013 9:52 AM  |
| 28 | Communication with teachers is poor across the board, they do not respond back, even though they have reported email is the best communication...The recent lock down communication was great! However, there were many kids traumatized by the event. what measures are in place to deal with the trauma or educate kids and families about trauma?  | Feb 11, 2013 9:45 AM  |
| 29 | I'm very thankful for the emails and voice messages that inform me.   | Feb 10, 2013 3:35 PM  |
| 30 | coaches at the school treat the players poorly.. they scream and degrade the kids vs. training them and nuturing them. the volleyball team, baseball team and both boys/girls basketball teams are BAD. there is a lot of talented kids on the teams but they do not focus on fundamentals, but rather scream, degrade their players to the point they are killing the athletes spirit... it seems like it has gotten worse this past year espcecially. Coaches receiving technicals. Getting in yelling matches with volunteers who work the score table. embarass their players....   | Feb 9, 2013 10:37 PM  |

**Q20. Please add any comments you may have regarding Center High School.**

there are a lot of "old timers" that may need to be removed to allow a new approach to the program... parents and students are dismayed and interested in taking their student athletes to other schools such as AHS, Oakmont and Woodcreek...its also frustrating to have basically 1 counselor to deal with all the students now... kids are not getting a real opportunity to speak to their counselors about their concerns whether it is about their college concerns, but also personal issues that are going on in their lives...

- |    |  |                      |
|----|--|----------------------|
| 31 | Very happy to be sending my child to Center High School. Thank you for keeping her safe and us informed during the recent lockdowns. Having had many conversations with parents from surrounding school districts, Center High has a reputation that is misunderstood which I feel is due to the diversity within the school. I feel this is one of the major highlights of Center High! Looking forward to more years with the school with younger siblings coming up.  | Feb 9, 2013 11:59 AM |
| 32 | I know you have to pick your battles, but the language I have heard when on campus is very strong, and boys wearing their pants so low is not honoring your dress code. I am very pleased with the lockdown procedures that were tested just recently and the communication to parents when it was happening.  | Feb 9, 2013 10:57 AM |
| 33 | counseling is terrible. No communication, no returned phone calls, lack of caring. My child is lucky to be on track for graduation because her counselor didn't do their job. TERRIBLE   | Feb 9, 2013 7:22 AM  |
| 34 | The gum/gum stains on the ground throughout the campus and the bird poop problem need to be addressed. This is why I said the campus is not well maintained. One of the male campus monitors sits in the golf cart and when strangers enter the campus, he does not address them. The stranger is able to just walk onto campus. This person could be interactive at the least. The rules and expectations are clearly defined in the student agenda, however, the rules are not enforced i.e. the student dress code. The constant communication via e-mail and home phone by the principal is welcomed and very helpful to parents and students. That should continue. | Feb 8, 2013 10:32 PM |
| 35 | I currently live in Roseville and have been making the commute to Center to keep my son in the same school dist he has always been in. I am happy with the education he has gotten there and will continue the commute throughout his high school career.  | Feb 8, 2013 9:01 PM  |
| 36 | Two of my children have graduated and moved on to college, due to the efforts of the fabulous staff at CHS. Two more are currently attending at CHS, and I am pleased with the opportunities they have, for example PLTW & the high tenor of the mathematics programs. The only concern I have at present is that the AP Psych class was slow to get started this semester.  | Feb 8, 2013 7:28 PM  |
| 37 | Great job with the school lockdowns last week. Felt safe and secure! Great Job CHS!!   | Feb 8, 2013 7:24 PM  |
| 38 | From what I have seen and heard from my child, there are many behavior issues at Center that impact his learning. I try to take it with a grain of salt, but when he receives busy work that is unrelated to the subjects he is learning in school, I have to wonder. Also, it is very difficult to keep up on his homework assignments through Aeries as I only find out if he isn't doing his work until after   | Feb 8, 2013 6:40 PM  |




**Q20. Please add any comments you may have regarding Center High School.**

- it is delinquent. A better system would be to adopt a program that allows current assignments to be available for view BEFORE they are due. My son is not a great student, so he is always behind. A better system might be School Loop or Schoology. I think Schoology is free, too. My other children's schools use Schoology, and I am able to see what they are assigned every night. Therefore, they are never behind. Just my two cents...
- 39 I think that it is great that still offer PE, Band, Chior, Sports to our students. I also think tht we should offer Auto Shop, Agriculture, Cooking to our students as college is not for everyone and learning a trade are also important. Feb 8, 2013 6:14 PM
- 40 Very happy with the school and most teachers as well Feb 8, 2013 5:36 PM
- 41 Excellent job with the lockdown capers! Feb 8, 2013 5:32 PM
- 42 I wish teachers would let students into their classrooms when the weather is bad. Perhaps posting a delt wishlist for donations on the schoolsite so that those of us who can't physicall be there can contribute through donations. No pe outside in freezing damp weather! I appreciate the woman on duty in the parking lot each morning-please let her know she is appreciated! I wish there was a way to submit absence verification online to avoid miscommnication. We appreciate Mr Jordan and Mr Jacksons leadership! Wish that all teachers would integrate technology in their classrooms. Love the idea of advicacy group but not sure how much it is helping in the way of building relationships and a sense of support. Wish that PLTW did not have to interfere with taking a foreign language. Possible blocok schedule for thise kids? Summer school? Thank you! Feb 8, 2013 5:24 PM
- 43 There should be more rigorous academic expectations for students. Teachers should be better trained in common core standards and project based learning. I am sincerely disappointed in the lack of quality instruction that is instituted. I am ashamed my child must go to CHS. Feb 8, 2013 5:19 PM
- 44 I do not like how anyone at any time can walk on to the campus and not one person questions them . I think someone should be posted at the gate and ask where you need to go and check you in. Feb 8, 2013 4:49 PM





## Center High School Staff Survey 2012-2013







### 1. I believe that all students can learn.

		Response Percent	Response Count
Strongly Agree		67.1%	49
Agree		31.5%	23
Disagree		1.4%	1
Strongly Disagree		0.0%	0
answered question			73
skipped question			0



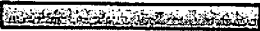

### 2. I believe that teachers at Center High School provide a good academic learning environment in their classrooms and have high academic expectations for all students.

		Response Percent	Response Count
Strongly Agree		23.6%	17
Agree		66.7%	48
Disagree		8.3%	6
Strongly Disagree		1.4%	1
answered question			72
skipped question			1

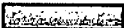



**3. As a teacher, I make sure all students master the content being taught before moving on to the next topic.**

		Response Percent	Response Count
Strongly Agree		14.1%	9
Agree		57.8%	37
Disagree		26.6%	17
Strongly Disagree		1.6%	1
answered question			64
skipped question			9





**4. I am satisfied with the communication provided to staff by the administration.**

		Response Percent	Response Count
Strongly Agree		9.6%	7
Agree		41.1%	30
Disagree		42.5%	31
Strongly Disagree		6.8%	5
answered question			73
skipped question			0





**5. I believe that the administration takes prompt action when problems arise.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Strongly Agree</b>		19.2%	14
<b>Agree</b>		47.9%	35
<b>Disagree</b>		28.8%	21
<b>Strongly Disagree</b>		4.1%	3
<b>answered question</b>			<b>73</b>
<b>skipped question</b>			<b>0</b>





**6. I am satisfied with the counseling and guidance services to plan for high school and beyond.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Strongly Agree</b>		8.3%	6
<b>Agree</b>		44.4%	32
<b>Disagree</b>		31.9%	23
<b>Strongly Disagree</b>		15.3%	11
<b>answered question</b>			<b>72</b>
<b>skipped question</b>			<b>1</b>

**7. I am satisfied with the extra-curricular and co-curricular programs such as athletics and clubs.**





		<b>Response Percent</b>	<b>Response Count</b>
<b>Strongly Agree</b>		30.6%	22
<b>Agree</b>		47.2%	34
<b>Disagree</b>		20.8%	15
<b>Strongly Disagree</b>		1.4%	1
<b>answered question</b>			<b>72</b>
<b>skipped question</b>			<b>1</b>

**8. I feel welcome at Center High School.**





		<b>Response Percent</b>	<b>Response Count</b>
<b>Strongly Agree</b>		26.1%	18
<b>Agree</b>		63.8%	44
<b>Disagree</b>		8.7%	6
<b>Strongly Disagree</b>		1.4%	1
<b>answered question</b>			<b>69</b>
<b>skipped question</b>			<b>4</b>




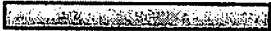


### 9. There is general order at Center High School.

		Response Percent	Response Count
Strongly Agree		23.6%	17
Agree		48.6%	35
Disagree		22.2%	16
Strongly Disagree		5.6%	4
answered question			72
skipped question			1


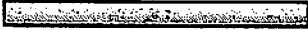


### 10. I am happy that I work at Center High School.

		Response Percent	Response Count
Strongly Agree		38.0%	27
Agree		49.3%	35
Disagree		11.3%	8
Strongly Disagree		1.4%	1
answered question			71
skipped question			2





### 11. Center High School's facilities are well-maintained.

		Response Percent	Response Count
Strongly Agree		2.8%	2
Agree		43.7%	31
Disagree		45.1%	32
Strongly Disagree		8.5%	6
answered question			71
skipped question			2





### 12. At Center High School, rules and expectations are clearly defined and communicated.

		Response Percent	Response Count
Strongly Agree		12.5%	9
Agree		50.0%	36
Disagree		31.9%	23
Strongly Disagree		5.6%	4
answered question			72
skipped question			1

**13. At Center High School, there is a culture of high academic and behavior expectations for everyone.**

		Response Percent	Response Count
Strongly Agree		8.7%	6
Agree		60.9%	42
Disagree		27.5%	19
Strongly Disagree		2.9%	2
answered question			69
skipped question			4

**14. At Center High School, staff members feel safe.**


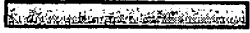






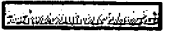

		Response Percent	Response Count
Strongly Agree		23.9%	17
Agree		60.6%	43
Disagree		14.1%	10
Strongly Disagree		1.4%	1
answered question			71
skipped question			2

**15. Please add any comments you may have regarding Center High School.**

	Response Count
	21
answered question	21
skipped question	52

16. Please select your top five priorities from the list below. The top choices will be our focus for Chapter V of the WASC Self-Study and what we will work on over the next six years.

Response Count	Percent	
34	47.9%	More course offerings for non-college bound students in career technical education are needed.
15	21.1%	Professional development is needed, especially to facilitate the transition to Common Core state standards.
18	25.4%	Center High School can benefit from additional training in technology applications to meet the changing learning styles of students.
31	43.7%	A campus-wide approach to interventions and response to intervention to save students from failing their academic caseload is needed. This growth area is impacted by shortages in funding and resources at CHS.
14	19.7%	Student Data is not disaggregated amongst teachers on a consistent and meaningful way
9	12.7%	Lack of allocated departmental collaboration time
2	2.8%	Teachers have not received training for MARS
10	14.1%	Staffing needs consistent placement in subject areas, not constant change into new or different subject areas
1	1.4%	Low performance Pre-Algebra STAR testing

Need to reduce class sizes		46.5%	33
Need to incorporate more electives into the master schedule		39.4%	28
Need to increase counseling staff from 2 to 3			
Need to increase stakeholder (students, parents, staff, and community) communication and involvement in decision making process.		14.1%	10
Need to incorporate more interventions in the core areas of Social Studies and Science		7.0%	5
Technology Improvements – hardware and software upgrades and expansion of facilities needed throughout the campus		39.4%	28
Professional Development Opportunities- release time for conferences, school / classroom visitations, workshops, in-district training. Access and training with current, user-friendly Assessment and Reporting Software (ex: MMARS-Multiple Measures Assessment and Reporting, Edusoft)		33.8%	24
Updating of instructional and student materials.		31.0%	22
Development and implementation of Professional Learning Communities, including adequate collaboration time.		7.0%	5
Motivated students are taking advantage of programs and assistance, the challenge is to help the less-motivated student take advantage of educational opportunities		25.4%	18
Economic restraints have affected the school's ability to offer a wide variety of programs and		22.5%	16

appropriate numbers of sections.

Financial support for new standards  
based textbooks and classroom  
technology.



18.3%

13

Increased articulation with feeder  
schools and post secondary  
schools in all core disciplines.



7.0%

5

Systematic method for follow up  
with graduates to learn about post  
high school education and career  
needs to be developed.



4.2%

3

answered question

71

skipped question

2

**Q15. Please add any comments you may have regarding Center High School.**

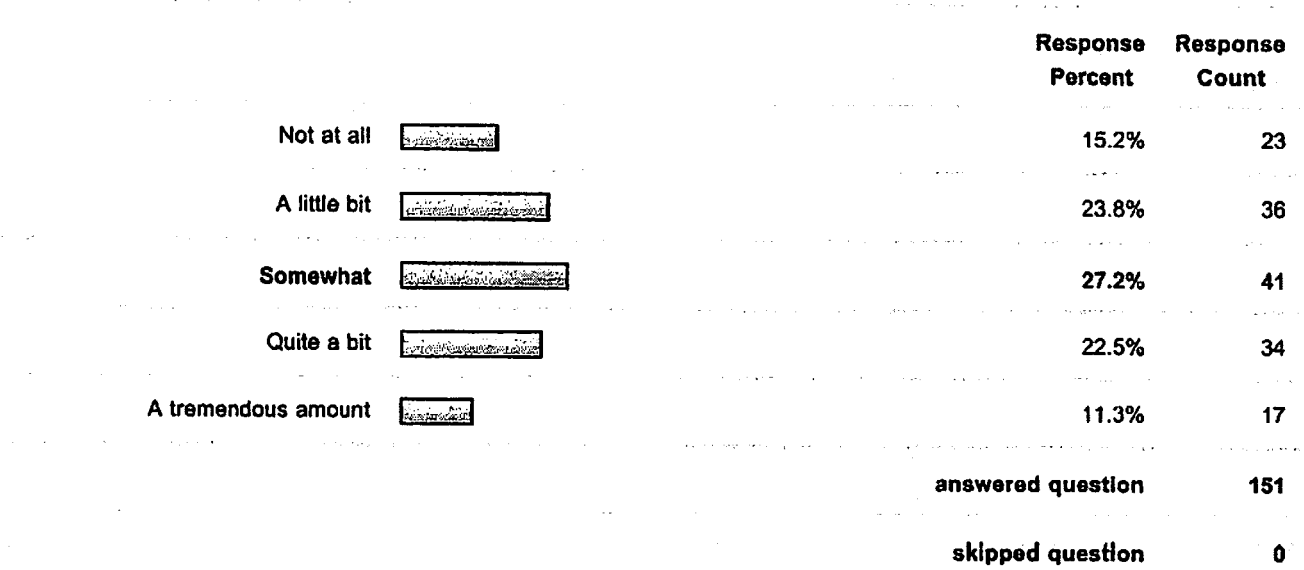
- |    |  |                      |
|----|--|----------------------|
| 1  | I love being at CHS, and I enjoy what I do. My main complaint is that certain people (just a few) act unprofessionally towards their colleagues. This type of behavior needs to be discouraged so the staff can work together in harmony.  | Mar 4, 2013 10:34 AM |
| 2  | classes are too large to make sure that ALL students master the content before moving on. There are not enough counselors to help guide and counsel students beyond high school. I do not feel that the administration sets behavioral expectations for the students. When students are sent to the office for discipline, not much is achieved. This year really seems to have our administration out for various different programs whether it is SCOE, PLTW, and other meetings. I am hoping this will change more once WASC is finished. | Mar 4, 2013 9:26 AM  |
| 3  | I am looking forward to common core and the impact it will have as we seek "depth of knowledge".   | Mar 4, 2013 9:06 AM  |
| 4  | eliminate early out days   | Mar 4, 2013 8:38 AM  |
| 5  | specific departments and personnel seem to get preferred treatment over others   | Mar 4, 2013 8:38 AM  |
| 6  | security is terrible on this campus - students view our campus as an 'open' campus because of lack of supervision  | Mar 4, 2013 8:35 AM  |
| 7  | CHS has been good to me and supports what I do.  | Mar 3, 2013 7:04 PM  |
| 8  | Policies and procedures need to be better communicated to staff, then enforced. From my point of view, staff does not support procedures that are ineffective. Norms are established without accountability or any enforcement.  | Mar 1, 2013 1:28 PM  |
| 9  | In response to question number 3, all students do not always master the content being taught the first time, especially content that is higher level thinking. Students usually need opportunities for recursive learning before they can master what is being taught. Student learning isn't that black and white.  | Mar 1, 2013 12:46 PM |
| 10 | Special ed teachers do not have time to do their IEP prep or hold meetings, because their prep to do this was taken away and the single prep they do have goes to prepping for their classes which mostly involves at least 3 different levels or subject matters.   | Mar 1, 2013 11:58 AM |
| 11 | I felt there should be a more "middle" choice for some of the questions. When I answered agree on some of the questions, I really wanted to say sometimes agree, sometimes disagree. In other words, there is not always consistency.  | Mar 1, 2013 11:51 AM |
| 12 | There is a need for a more high school level, academic focus. Our site and District administration has a background that is limited to elementary and middle school and does not yet have the perspective of a serious, rigorous, academic institution.  | Mar 1, 2013 11:21 AM |
| 13 | More input/participation from all staff members needed, accountability needed for all staff and expectations, all voices, not just loud ones, need to be heard.  | Mar 1, 2013 10:34 AM |
| 14 | CHS is well above above for high schools, in almost any measurable way.  | Mar 1, 2013 10:32 AM |
| 15 | I don't get the sense that the staff as a whole feels professionally obligated to each other. There is heavy lack of communication and information among staff.  | Mar 1, 2013 10:29 AM |

**Q15. Please add any comments you may have regarding Center High School.**

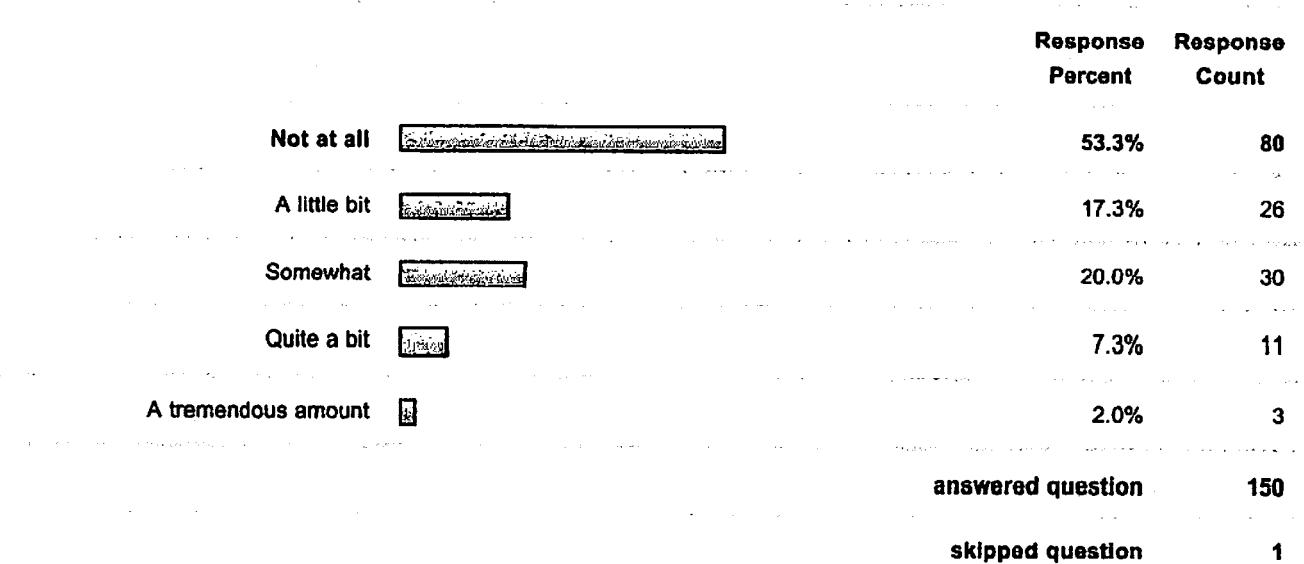
- We seem to demand transparency from admin but don't offer it ourselves.
- |    |   |                      |
|----|---|----------------------|
| 16 | It is unfortunate that our campus maintains custodial staff members who are not efficient at their jobs. With our limited budget, we have more than one staff member who does not complete routine tasks on a regular basis and it shows in our grimy bathrooms and classrooms.   | Mar 1, 2013 10:27 AM |
| 17 | Questions are difficult to answer--there should be an answer somewhere in-between, where I think that the area needs improvement, but I don't disagree.   | Mar 1, 2013 10:26 AM |
| 18 | Center High developed and implemented a discipline plan whereas student who accumulated three classroom suspensions were suspended from school on the fourth and subsequent class suspensions. Because CHS has gone through so many recent administrations recently the current administration is unaware of this necessary practice. Additionally the ARIS discipline for students is not readable by parents and it should be a part of parent awareness. Staff meetings are regular and used almost exclusively for recognition(s) of good deeds and not used to develop policy, discuss ideas or exchange of ideas. | Mar 1, 2013 10:16 AM |
| 19 | N/A   | Mar 1, 2013 10:15 AM |
| 20 | More input from staff and Involved in decision making instead of just being told this is how it is going to be.   | Mar 1, 2013 10:13 AM |
| 21 | special ed is not treat well:Staffing needs consistent placement in subject areas, not constant change into new or different subject areas  | Mar 1, 2013 10:06 AM |



### 1. How much does a busy schedule prevent your parents from becoming involved with Center High School?



### 2. How much do childcare needs prevent your parents from becoming involved with Center High School?



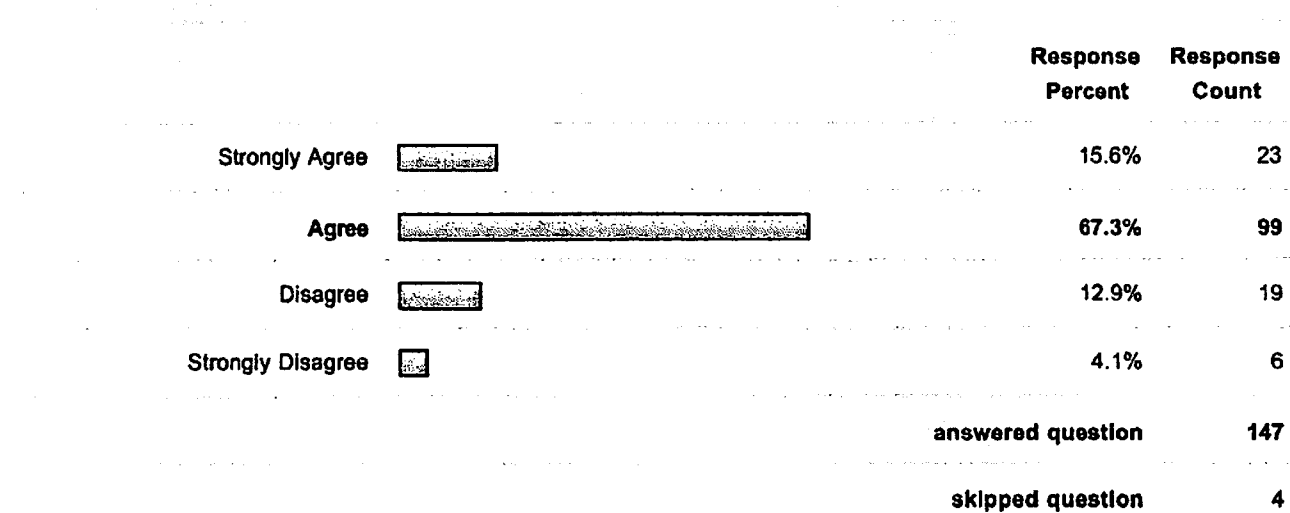
### 3. How much does you not wanting your parents to contact the school prevent your parents from becoming involved with Center High School?

		Response Percent	Response Count
Not at all		41.6%	62
A little bit		30.2%	45
Somewhat		17.4%	26
Quite a bit		4.7%	7
A tremendous amount		6.0%	9
answered question			149
skipped question			2

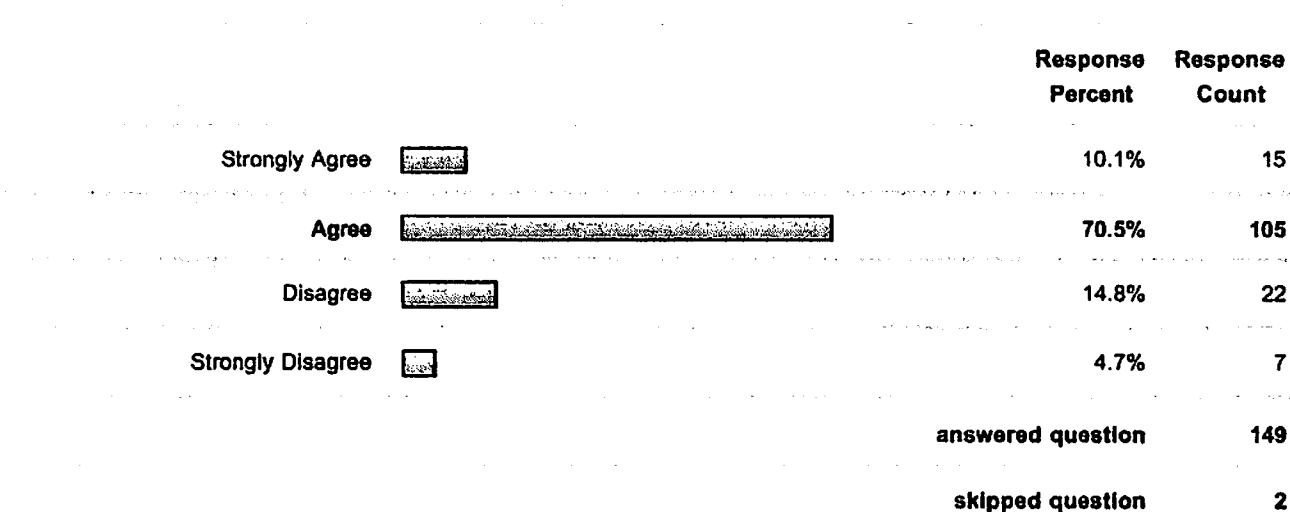
### 4. I feel welcome at Center High School.

		Response Percent	Response Count
Not at all		3.4%	5
A little bit		9.5%	14
Somewhat		31.1%	46
Quite a bit		34.5%	51
A tremendous amount		21.6%	32
answered question			148
skipped question			3





### 5. I feel that my teachers care about me.







### 6. I am satisfied with the school's administration.







**7. I am satisfied with the counseling and guidance services to plan for high school and beyond.**

		Response Percent	Response Count
Strongly Agree		12.2%	18
Agree		54.1%	80
Disagree		24.3%	36
Strongly Disagree		9.5%	14
answered question			148
skipped question			3





**8. I am satisfied with the extra-curricular and co-curricular programs such as athletics and clubs.**

		Response Percent	Response Count
Strongly Agree		28.0%	42
Agree		54.0%	81
Disagree		14.0%	21
Strongly Disagree		4.0%	6
answered question			150
skipped question			1





### 9. There is general order at Center High School.

		Response Percent	Response Count
Strongly Agree		6.7%	10
Agree		75.8%	113
Disagree		16.1%	24
Strongly Disagree		1.3%	2
answered question			149
skipped question			2


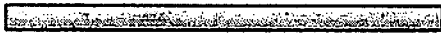


### 10. I know how to find out information regarding programs, events, and services at Center High School.

		Response Percent	Response Count
Strongly Agree		18.1%	27
Agree		65.8%	98
Disagree		10.1%	15
Strongly Disagree		6.0%	9
answered question			149
skipped question			2





### 11. I am happy that I attend Center High School.

		Response Percent	Response Count
Strongly Agree		22.7%	34
Agree		60.7%	91
Disagree		12.7%	19
Strongly Disagree		4.0%	6
answered question			150
skipped question			1





### 12. Center High School's facilities are well-maintained.

		Response Percent	Response Count
Strongly Agree		7.4%	11
Agree		71.8%	107
Disagree		15.4%	23
Strongly Disagree		5.4%	8
answered question			149
skipped question			2

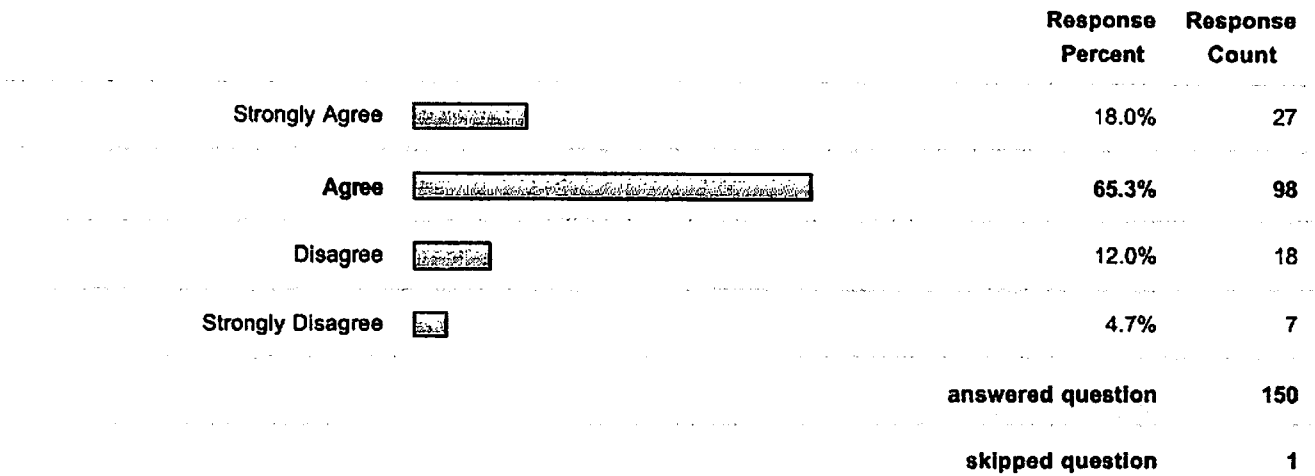
**13. At Center High School, rules and expectations are clearly defined and communicated.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Strongly Agree</b>		13.3%	20
<b>Agree</b>		71.3%	107
<b>Disagree</b>		14.0%	21
<b>Strongly Disagree</b>		1.3%	2
<b>answered question</b>			<b>150</b>
<b>skipped question</b>			<b>1</b>

**14. At Center High School, there is a culture of high academic and behavior expectations for everyone.**

		<b>Response Percent</b>	<b>Response Count</b>
<b>Strongly Agree</b>		16.0%	24
<b>Agree</b>		62.7%	94
<b>Disagree</b>		18.7%	28
<b>Strongly Disagree</b>		2.7%	4
<b>answered question</b>			<b>150</b>
<b>skipped question</b>			<b>1</b>

**15. I feel safe at Center High School.**



**16. Please add any comments you may have regarding Center High School.**





# *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: AVCS/Global	Action Item <u>  X  </u>
To: Board of Trustees	Information Item <u>          </u>
Date: March 20, 2013	# Attached Pages <u>          </u>
From: Doug Hughey, Principal	
Principal/Administrator Initials: <u>          </u>	

<p><b>SUBJECT: Change Name of Global Charter School</b></p> <p>At this time, Global's school name is Global College Prep Charter School. After meeting with staff, adding a junior high component (6th-8th) and being informed by WASC that our school data was difficult to locate, we decided to simplify the name to Global Youth Charter School (GYCS). We are only asking that the school name to be changed in our charter. The attached document will reflect our name change.</p> <p><b>RECOMMENDATION:</b> The CJUSD Board of Trustees approve changing Global's school name from Global College Prep Charter School to Global Youth Charter School.</p>
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**CONSENT AGENDA**

# Revision of Global Youth Charter School's Charter

*We are caring, confident, and college bound*

Respectfully Submitted to  
The Center Joint Unified School District Board of Trustees and  
Superintendent Scott Loehr

By  
Doug Hughey, Principal  
Global Youth Charter School

## **AFFIRMATIONS**

Global Youth Charter School (“GYCS” or “Charter School”) is committed to the following affirmations:

- GYCS will participate in all required statewide assessment tests.
- GYCS will meet all statewide standards applicable to non-charter public schools.
- GYCS will be non-sectarian in its programs, admission policies, employment practices, and all other operations.
- GYCS will not charge tuition.
- GYCS will not discriminate against any student or employee on the basis of ethnicity, national origin, gender, sexual orientation, or disability.
- GYCS will admit all students who wish to attend the charter school, subject only to capacity.
- The meetings of the GYCS Advisory Council will be held in accordance with the Brown Act.
- GYCS will comply with the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA).
- GYCS will comply with the Public Records Act and the Federal Educational Privacy Rights Act (FERPA).
- GYCS admission will not be determined according to the place of residence of the student, or of his or her parent or guardian, within California.
- GYCS will offer, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- GYCS will continually strive for a healthy, collaborative, synergistic relationship with the Center Joint Unified School District (CJUSD).

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## **Element One**

### **THE EDUCATIONAL PROGRAM**

*A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*

*California Education Code Section 47605 (b) (5) (A)*

#### ***History***

Global Youth Charter School (GYCS) was established in 2004 as a dependent charter in the Center Joint Unified School District (“District”). It was funded by an early college initiative grant from the Bill and Melinda Gates Foundation. GYCS partnered with American River College (ARC) in the Los Rios Community College District to provide an early college experience for students in grades 9-12. The educational program in the original charter, dated February 18, 2004, had a connection with the Peace Corps with the goal of creating global awareness. The goal of the early college partnership was twofold. First, students were to have the opportunity to obtain an Associates Degree or 60 transfer credits within one year of graduation from high school. Secondly, ARC will have greater success outcomes for the students from the Rio Linda, North Highlands, and Antelope communities.

While the original charter was educationally sound and the partnership with ARC was promising, cuts to the California K-14 education budget and the expiration of the Early College Initiative grant made it fiscally unfeasible to follow through with the early college high school initiative. The GYCS connection to the Peace Corp did not materialize past the first year of the program. Additionally, WASC recommends revising the charter to reflect the current educational program.

One of the many benefits of charter schools is the ability to quickly adapt to changing environments, the needs of the students and the community. In January, 2011, the students were surveyed to find out their priorities. The students reported in the following order: 1) small campus/small classes; 2) sports program; 3) college prep focus; and 4) how the student body values and respects diversity. The GYC Advisory Council supported the priorities (switching the order of sports and college prep) and requested that the administration explore expanding the program to include grades 6-8.

Holding to the CJUSD saying of honoring tradition while embracing new ideas, and after months of collaboration with all stakeholders, the administration is respectfully submitting the following changes to the original GYCS charter:

- 1) Change the school name to Global Youth Charter School (GYCS).
- 2) Expand service to include grades 6-8.
- 3) Revise the early college initiative to read “exposure to community college” and provide WASC accredited, a-g approved, CA content standards-based college preparatory curriculum.

### ***Course Offerings***

The primary focus of the school curriculum is to empower and prepare all students to demonstrate proficiency in California Content Standards. The school will transition to the California Core Content Standards recently approved by the State Board of Education. All required core classes are a-g approved and designated college prep on the school transcript. Teachers have prepared a year-long scope and sequence, course description, and unit descriptions with key learning targets derived from the state content standards. See Appendix A: GYCS Curriculum Guide.

### ***Expected School Wide Learning Results***

Students, staff, parents, and the Advisory Council collaboratively developed the school mission and ESLRs. The mission of GYCS is to empower and prepare caring students to be confident and college bound.

#### **Caring**

- We **value** diversity
- We **show respect** to all people
- We **contribute** to our school and community

#### **Confident**

- We **solve** difficult problems
- We **persevere** through difficult circumstances
- We **accomplish** any desired goal

#### **College Bound**

- We **work diligently** to complete all course work
- We **demonstrate** proficiency in CA core content standards
- We **prepare** for college and career

## ***Creating a College Bound Culture***

The purpose of creating a college bound culture is to provide a pathway for all students to have the option of attending a four-year college institution. Students may choose to go directly into the workforce, attend career training, or attend a community college or university. The important point is that all students have the option by having access to a college preparatory curriculum. There are six conditions needed for developing a college bound culture<sup>1,2</sup>:

### **1... Culture Development**

Teachers, administrators, parents, and students expect students to have all the experiences they need for high achievement and college preparation. Adults encourage students to exert the necessary effort and persistence throughout their entire educational career, and adults work diligently to eliminate school-sanctioned alternatives to hard work and high expectations. These high expectations are coupled with specific interventions and information that emphasizes to students that college preparation is a normal part of their childhood and youth. Students believe that college is for them and is not reserved for the exceptional few who triumph over adversity to rise above all others.

### **2. Rigorous Academic Curriculum**

Students in middle school are prepared for and have access to algebra and courses which prepare them for success in high school. High school students complete the college preparatory a-g courses.

### **3. High Quality Teaching**

Knowledgeable, experienced, and fully certified teachers provide instruction that engages students in work of high intellectual quality. Importantly, in diverse communities, high quality teaching makes valued knowledge accessible to students from diverse backgrounds.

### **4. Intensive Academic and College Bound Support**

Teachers and counselors play a pivotal role in informing and preparing secondary students for college. Yet, all students require supports and assistance that takes place outside the classroom or school. To navigate the pathway to college successfully, students need support networks of adults and peers who help access tutors, material resources, counseling services, summer academic programs, SAT prep, coaching about college admissions and financial aid, and other timely assistance.

## 5. College Bound Identity

Students see college going as integral to their identities; they have the confidence and skills to negotiate college without sacrificing their own identity and connections with their home communities. They recognize that college is a pathway to careers that are valued in their families, peer groups, and local communities.

## 6. Family – Neighborhood – School Support

Connections between families and schools build on parents' strengths and consider them a valuable education resource for students. Educators and community groups work together to ensure that all families have access to essential knowledge of college preparation, admission, and financial aid. Moreover, parents and the community are actively involved in creating all of the other critical conditions described above.

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<sup>1</sup>Oakes, J. (2003). *Critical Conditions for Equity and Diversity in College Access: Informing Policy Monitoring Results*, UC/ACCORD. Retrieved from: <http://ucaccord.gseis.ucla.edu/research/indicators/pdfs/criticalconditions.pdf>

<sup>2</sup>California Gear Up (2011). *School Self-Assessment Rubric*.

## ***Special Education***

Pursuant to Education Code section 47641(b), the Charter School does not elect to be a local educational agency ("LEA") in accordance with Education Code section 47641(a) and, therefore, shall not be deemed the LEA for purposes of compliance with the Individuals with Disabilities and Education Improvement Act (20 U.S.C. sections 1400, et seq.) (hereinafter "IDEIA") but shall be deemed a public school of the District. As such, the parties understand and agree that the District shall, in partnership with the Charter School, ensure that all students with exceptional needs who attend the Charter School are provided with a free and appropriate public education in compliance with the IDEIA. A child with disabilities attending the Charter School shall receive special education instruction or designated instruction and services, including transportation, in the same manner as a child with disabilities who attends another public school of the District.



1. The Charter School agrees to assume primary responsibility, and fully cooperate with the District, in identifying any student with special needs, including all students who seek enrollment at the Charter School or who are enrolled in the Charter School, and in convening annual IEP's. The District agrees that it retains responsibility for all other IDEA obligations and responsibilities not assigned to the Charter School for students enrolled in the Charter School.
2. The Charter School's staff trained in special education shall be responsible for identifying and referring Charter School students to the District who have or may have exceptional needs that qualify them to receive special education and/or related services from the District while enrolled at the Charter School. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure that students who have or may have exceptional needs are identified. The Charter School shall work cooperatively with the District to provide services to pupils with exceptional needs at the Charter School. The Charter School shall notify the District's Director of Special Education or designee as soon as practicable of any and all pupils who seek to enroll or who are dropped from enrollment, and who had an IEP in the current or previous year, or who have a record of having ever received special education services. To this end, the Charter School shall require students enrolling in the Charter School to indicate whether they have, or have ever had, an IEP.
3. The District shall be responsible for evaluating and assessing Charter School students identified by the Charter School who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to ensure that students who have or may have exceptional needs are referred to the District for evaluation and assessment. If during the pre-placement evaluation and assessment, or any subsequent IEP, it is determined by the IEP team that the Charter School is not an appropriate placement for a student with exceptional needs, the student will be referred to the District, or the pupil's district of residence, for placement in an appropriate program that meets the needs of the student.

4. The District shall be responsible for developing, maintaining, and reviewing the form and format, as required by the District's Special Education Local Plan Area, of all written IEP's for students who have or may have exceptional needs that qualify them to receive special education and/or related services. The Charter School will develop, maintain, and implement policies and procedures within the Charter School to collaborate with the District in ensuring that IEP's are implemented for all students with exceptional needs who are enrolled in the Charter School.
5. The District shall retain all special education funds of the Charter School for services to special education pupils (i.e., "special education funding allocation"). In addition, the Charter School shall pay to the District a special education general fund encroachment fee for each unit of Charter School enrollment. The fee shall be computed by dividing the District's total special education general fund encroachment in the current school year by the total number of units of District enrollment, including Charter School enrollment, in that school year.
6. The District shall address, respond, and/or investigate complaints received under the District's Uniform Complaint procedure involving Charter School students receiving special education and related services from the District. The Charter School shall cooperate with the District in responding to such complaints as deemed required by the District.
7. The District may initiate and shall defend against due process hearings involving any Charter School student receiving special education and related services from the District in accordance with federal and State law. In the event any due process hearing is filed against the District, the District, as the LEA providing special education to Charter School students, shall be responsible for the District's costs associated with filing for or defending against the due process hearing.

## **Element Two**

### **MEASUREABLE STUDENT OUTCOMES**

*The measurable pupil outcomes identified for use by the charter school.  
"Pupil outcomes," for purpose of this part, means the extent to which  
all pupils of the school demonstrate that they have attained the skills, knowledge,  
and attitudes specified as goals in the school's educational program.  
California Education Code Section 47605 (b) (5) (B)*

Global Youth Charter School (GYCS) will meet all statewide standards and conduct student assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter schools. Student learning outcomes are based on the California State Content Standards.

#### **English Language Arts**

Students will score at the proficient or advanced level in reading, writing, speaking, and listening; comprehension of texts; ability to analyze literature using evidence; use language to function as informed and effective citizens in society, in the workplace and in life-long education; and develop of an appreciation of literature.

#### **Mathematics**

Students will express, interpret, and use mathematical concepts to construct valid arguments and solve real-world problems. They will demonstrate conceptual understanding through appropriate application of mathematical skills and problem-solving techniques. Students will score at the proficient or advanced level on the CST in the math course in which they are currently enrolled.

#### **Science**

Students will understand the use of the scientific process in problem solving; develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; integrate physical, earth and life sciences in understanding natural phenomena; use technology for information retrieval, data acquisition and analysis, and communications.

#### **Social Science**

Students will address the following universal concepts by using a variety of sources: recognition of the dignity of the individual and the importance of ethical issues in the

context of societies; understanding religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; application of basic economic and political concepts; knowledge of the role minorities, immigrants, and women have played in our society; understanding of the basic principles of democracy and the origins of basic Constitutional concepts; and using time and chronology in the analysis of cause and effect.

### **English Language Learners**

Students will acquire English-language proficiency in all areas of communication, including listening, speaking, reading, and writing. They will also demonstrate academic progress in the core curriculum. Mastery of English Language Standards will be monitored through the use of unit benchmark assessments. The CELDT is used for initial identification and for annual assessment until students are reclassified as fluent.

### **Visual & Performing Arts**

Ability to make critical, informed judgments about the arts and aesthetics; ability to recognize the relationship between the arts and society and the connection to one's own culture; ability to express one's own creativity.

### **Foreign Language**

Students will learn to use a foreign language to communicate accurately and appropriately, whether listening, speaking, reading, or writing. Students understand the cultures of those countries where the target language is spoken. Students will understand the place of the target language in our own society.

### **Special Education**

Each Student will achieve goals and objectives designed specifically to address his or her academic, vocational, and social-emotional strengths and needs. Multiple methods for assessing student growth and understanding will be employed in order to provide continuous feedback for all individuals supporting the student (i.e. parents, teachers, designated instructional service providers, etc.) Students will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to each student's needs pursuant to an IEP. Students will demonstrate proficiency as defined in their IEP in core curriculum subject matter through a variety of assessment methods. Consultation and collaboration between general and special education teachers will ensure full access to the general education curriculum for all

students with exceptional needs. GYCS will continue federal and state mandated education services.

### **Physical Development and Health**

Students will acquire lifetime physical fitness concepts to help them develop motor skills, shape and maintain a positive self-image, display appropriate social behavior, and enjoy physical education as a recreational interest. Students will increase muscular strength and endurance, flexibility and agility; develop cardio-vascular endurance, and maintain body composition. Students will gain an understanding of human growth and development, as well as sexuality; planning a physical fitness program; understanding nutrition, substance abuse, and the nature of illness. Students will demonstrate their knowledge of the skills and course content on written examinations, physical skills tests, and observation by the instructor during class activities.

### **Element Three**

#### **PUPIL ASSESSMENT**

*The method by which pupil progress in meeting those pupil outcomes is to be measured.  
California Education Code Section 47605 (b) (5) (C)*

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, Global Youth Charter School (GYCS) will conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to CJUSD and the California Department of Education (CDE).

#### **Statewide Testing**

As one method of measuring student progress, assessments will be conducted pursuant to 47605(c)(1) which requires GYCS to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to students in non-charter schools.

#### **California High School Exit Exam (CAHSEE)**

The CAHSEE will be used to determine whether students are progressing in their programs of instruction and to meet the graduation requirement of passing the CAHSEE.

#### **California English Language Development Test**

The CELDT is used for initial identification of English language learners and for annual assessment until students are reclassified as fluent.

#### **Unit Assessments**

For each core course, teachers have developed a scope and sequence, unit descriptions, and key learning targets for each unit. The key learning targets are taken from the California State Content Standards. Using *Zoom!*, the charter school version of DataDirector, teachers are able to carefully examine the effectiveness of daily lessons against the results of standards based assessments and share that information to students and parents.

#### **Prescriptive Education – The Distinguishing Characteristic of GYCS**

As an extension of *Zoom!* technology, GCYCS teachers are creating a process that will assess each student's learning prior to attending GCYCS and design a personalized strategy for helping students fill in the gaps of their learning. This personalized strategy is the distinguishing characteristic of the GYCS educational model.

- Progressive personalized learning strategy – Walking, Running, and Dancing Stages
- Three Phased “New Beginnings” Diagnostic Process Including:
  - a. *Diagnostic*: Student assessments that reflect the study and learning.
  - b. *Evaluation*: Diagnostic evaluation in content and context areas.
  - c. *Prescriptive*: Plan for helping student grow as a student.
- Content Diagnostic: CST data, DataDirector results, writing samples and portfolios.
- Context Diagnostic: special services, behavior data, parent input, and metacognition.
- Develop grade level cohorts that assist in encouraging students in their transition.
- Create multi-grade social structure to facilitate student/student mentoring process.
- Identify a staff mentor continuity program for each grade level.

See Appendix B: Prescriptive Education Plan for a comprehensive description.

## **Element Four**

### **THE GOVERNANCE STRUCTURE**

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.*

*California Education Code Section 47605 (b) (5) (D)*

The District's Board of Trustees retains the ultimate responsibility for the governance and fiscal oversight of Global Youth Charter School (GYCS). The Board of Trustees may approve, modify, or reverse any recommendation, decision, or other action recommended by the GYCS Advisory Council or Principal.

The GYCS Advisory Council is comprised of six elected members (two parents, two students, and two staff members), the Principal, the CJUSD Superintendent Designee, and a CJUSD School Board Member. All meetings will comply with requirements of the Brown Act. The Advisory Council's responsibilities include, but are not limited to, the review of financial and operational management of the school, the annual financial budget, solicitation and receipt of grants and donations, contracts, and relations with the CJUSD. The Advisory Council also provides guidance to the educational and extracurricular programs provided by GYCS.



## **Element Five**

### **EMPLOYMENT QUALIFICATIONS**

*The qualifications to be met by individuals to be employed by the school.  
California Education Code Section 47605 (b) (5) (E)*

Global Youth Charter School (GYCS) will employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Teachers will teach the core academic classes of mathematics, language Arts, science, and history/social studies. Teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions. All certificates and permits will be on file at the District's personnel office. Qualifications for other full-time, part-time, or temporary employees will be determined by the school principal with the assistance of the CJUSD personnel office. GYCS will contract with the CJUSD for all administrative and general support services as needed and comply with all California Education Code and all pertinent labor laws.

With the exception of the school principal, all persons who are employed by GYCS (Charter School Employees) shall not be deemed to be employees of CJUSD for any purpose whatsoever. All applicants for positions with the Charter School will be considered through an open process, and if hired, will enter into an employment agreement with the Charter School. Charter school employees are employed "at will" and either the Charter School or the charter school employee may terminate the employment at any time, with or without cause and with or without prior notice. Charter school employees shall have no employment rights of any kind with CJUSD.

## **Element Six**

### **HEALTH AND SAFETY**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.*

*California Education Code Section 47605 (b) (5) (F)*

Global Youth Charter School has implemented a comprehensive set of health, safety, and risk management policies as directed by the Center Joint Unified School District administration and board policy.

1. Policies requiring enrolling students provide documentation of immunizations.
2. Policies and procedures for response to natural disasters and emergencies, including fire and earthquakes.
3. Policies relating to preventing contact with blood-borne pathogens.
4. Policies requiring that instructional and administrative staff receive training in emergency response, including appropriate first-responder training.
5. Policies relating to the administration of prescription drugs and other medicines.
6. A policy that the school will be housed in facilities that have received State Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
7. A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
8. Requirements that each employee of the school submits to a criminal background check as required by Education Code Section 44237.
9. All staff members are required to offer medical clearance including proof of medical exam and tuberculosis (TB) screening.
10. Role of staff as mandated child abuse reporters.

## **Element Seven**

### **RACIAL AND ETHNIC BALANCE**

*The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

*California Education Code Section 47605 (b) (5) (G)*

This geographic region includes all ethnic, socioeconomic, and racial groups. Enrollment is monitored and reported by the principal to the district each year through the CBEDS process. If particular ethnic groups are not participating in the school, the staff will develop assertive recruitment strategies to achieve a balanced representation.

## **Element Eight**

### **ADMISSION REQUIREMENTS**

*Admission requirements, if applicable.*

*California Education Code Section 47605 (b) (5) (H)*

Global Youth Charter School (GYCS) uses an open enrollment admission policy for all students, and does not discriminate on the basis of residency, gender, sexual orientation, disability, religion, national origin, ethnic and/or racial background, or achievement level. GYCS does not charge tuition is non-sectarian in its programs, admissions, and policies. Continued enrollment is dependent upon progress toward graduation and making satisfactory academic progress. If the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils, shall be determined by a public random drawing in accordance with Education Code section 47605((d)(2).

**Element Nine**  
**ANNUAL AUDIT**

*The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*  
*California Education Code Section 47605 (b) (5) (I)*

***State Accounting Practices***

Center Joint Unified School District (CJUSD) will serve as the fiscal agent for Global Youth Charter School (GYCS) and will contract with an independent audit firm that will conduct all financial audits consistent with state accounting practices. The reports will also be available for public review. No later than December 31 of each calendar year, all audit exceptions and/or deficiencies will be reserved to the satisfaction of the Board of Trustees and the District. Any disputes regarding the resolution of audit exceptions will be referred to a dispute resolution process. Dispute between GYCS and Governing Board will be resolved through a collaborative effort facilitated by the CJUSD Superintendent and CJUSD District Administration.

***Financial Statements***

GYCS will provide all financial statements required by CJUSD. GYCS will use QSS along with timetables established by CJUSD to remain in compliance with all required deadlines in fiscal matters. CJUSD will make GYCS aware of all due dates (end of month, P1, P2, and P3) by August 1 of each school year.

***Audits***

GYCS will use the same audit firm chosen by CJUSD in order to maintain continuity within the district. Furthermore, GYCS will be billed for a portion of the audit prepared by the external auditors. The formula for this billing is based on (total cost of the audit) / (total number of students in the district) x (total number of students at GYCS).

## **Element Ten**

### **PUPIL SUSPENSION AND EXPULSION**

*The procedures by which pupils can be suspended or expelled.  
California Education Code Section 47605 (b) (5) (J)*

Students at Global Youth Charter School (GYCS) are expected to act in a manner that is caring, confident, and college bound. Upon enrollment all students receive a Student Handbook that covers academic, attendance, and behavior expectations. A student who fails to meet the academic, attendance or behavior expectations will be placed on a probationary contract written in a meeting with student, parent/guardian, teachers, and the school principal. If the student fails to meet the criteria in the probationary contract, he or she may be dismissed from GYCS and required to return to his or her school of record.

A student may be suspended for up to five days if found in violation of Education Code 48900(a-r). Student who reside in the Center Joint Unified School District (CJUSD) may be expelled from the district if found in violation of Education Code 48915(a1-a4)(c1-c4) or found in repeated violation of Education Code 48900(a-r) after alternative means of correction. Students who reside outside the CJUSD attendance boundaries will be required to return to their district of record with written notice of the expellable offense to the District Superintendent of record. GYCS will follow all CJUSD policy, federal and state laws in the administration of discipline.

A student identified as an individual with disabilities or for whom GYCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA) or who is qualified for services under Section 504 of the rehabilitation Act of 1973 (Section 504) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. GYCS will follow Section 504, IDEA, the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom GYCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

## **Element Eleven**

### **RETIREMENT SYSTEM**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, Public Employees' Retirement System, or federal social security.  
California Education Code Section 47605 (b) (5) (K)*

Certificated Global Youth Charter School (GYCS) employees (as defined under Employee Rights) shall be covered by the State Teachers' Retirement System (STRS). Non-certificated GYCS employees shall be covered by the Public Employee Retirements System (PERS) or federal social security (FICA) as provided by law. The payroll department of Center Joint Unified School District (CJUSD) shall provide all administrative services in connection with STRS, PERS, and FICA reporting requirements per the memorandum of understanding between GYCS and CJUSD.

## **Element Twelve**

### **ALTERNATIVE ATTENDANCE**

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

*California Education Code Section 47605 (b) (5) (L)*

Enrollment at Global Youth Charter School is strictly voluntary. Students who reside in the Center Joint Unified School District have the option of attending their home school of record. Parents and guardians of non-District students enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of the District as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.



### **Element Thirteen**

#### **RETURN RIGHTS OF DISTRICT EMPLOYEES**

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after the employment at a charter school.*

*California Education Code Section 47605 (b) (5) (M)*

Center Joint Unified School District (CJUSD) teachers (and any other district employees) do not have any employment rights with respect to Global Youth Charter School (GCPCS), nor do GYCS employees have any employment rights in the CJUSD. District employees who choose to work at the Charter School shall resign their status as employees of the District and all of their rights and benefits thereof.

## **Element Fourteen**

### **DISPUTE RESOLUTION**

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.  
California Education Code Section 47605 (b) (5) (N)*

Dispute between GYCS and the Governing Board will be resolved through a collaborative effort facilitated by the Superintendent and District Administration. Amendments to the charter will be made through the Advisory Council and approved by the Governing Board. GYCS is a district-dependent charter and will follow all board policy that intersects with charter law and all statutes, laws, and regulations for charter schools.

The Center Joint Unified School District may revoke this charter under the following conditions:

- 1) Violation of any provision of law.
- 2) Failure to meet acceptable standards of fiscal management.
- 3) Failure to make progress toward student outcomes outlined in this charter petition.
- 4) Committing a violation of the conditions, standards, or procedures outlined in this charter petition.

## **Element Fifteen**

### **COLLECTIVE BARGAINING**

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of The Educational Employment Relations Act.  
California Education Code Section 47605 (b) (5) (O)*

Global Youth Charter School (GYCS) shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act as specified in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the California State Education Code [47611.5(b)]. In accordance with this code, GYCS employees have the right to join organizations of their choice, to be represented by such organizations in their professional and employment relationships with public school employers, to select one employee organization as the exclusive representative of the employees in an appropriate unit, and to afford certificated employees a voice in the formulation of educational policy. GYCS employees have chosen to not be represented by a collective bargaining unit. Notwithstanding, they have a collaborative voice in the formulation of the educational program and policy as led by the school principal and advisory council.

## **Element Sixteen**

### **SCHOOL CLOSURE PROCEDURES**

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

*California Education Code Section 47605 (b) (5) (O)*

In the event that GYCS closes, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, after payment of all debts and liabilities and refunds to applicable agencies, shall revert to the District. All records will be maintained by Center Joint Unified School District until parents, guardians, or students of age obtain said records. The records will be maintained only for such time required by law and then purged and destroyed to ensure the confidentiality of the students and their families.

**Element Seventeen**  
**OPTIONAL MISCELLANEOUS CLAUSES**

***Additions, Deletions, and Modifications of this Charter***

Amendments to this charter may be recommended by the Advisory Council, the school principal, or other entities deemed in a leadership role at the school. All changes must be approved by the Center Joint Unified School District Board of Trustees. The district board agrees to hear and render an amendment decision pursuant to the timelines and process as specified in the Education Code 47605(b).

***Renewal Procedure***

GYCS will begin its renewal procedure with Center Joint Unified School District at the beginning of year four of the five year charter. The Center Joint Unified School District Board of Trustees will work with the principal and advisory council in conjunction with the cabinet level staff to ensure expectations are clearly outlined in accordance with charter law.

***Facilities***

GYCS will share the former Center Junior High campus ("Site") with Antelope View Charter School. Office and classroom space will be mutually agreed upon between the principal's of both schools and district. Final approval will rest with Board.

***Equipment and Materials***

All equipment and materials purchased by the Charter School with ADA funding generated by students enrolled in the Charter School shall remain the property of the District upon closure of the Charter School. If the Charter School is required to liquidate such equipment or materials to repay or return State funds upon closure of the Charter School, or to repay creditors, all remaining equipment and materials purchased with ADA funding generated by students enrolled in the Charter School shall revert to the District. The Charter School shall be solely responsible for maintaining such equipment and/or materials in good working order and may not use such equipment and/or materials for any personal or private use. The Charter School shall mark and identify, and maintain a written inventory of all such equipment and

materials with a purchase value of five hundred dollars (\$500.00) or more. The written inventory shall be updated and provided to the District annually. The Charter School shall account for all assets obtained in its financial reports.

### ***Transportation***

The Charter School shall ensure that Charter School fieldtrip consent and medical insurance forms are consistent with the requirements set forth in District forms. The District shall not be responsible for paying any costs in connection with transporting Charter School students, except to the extent such services may be required pursuant to an IEP.

### ***Pupil Records***

The Charter School shall at all times maintain Charter School pupil records, including but not limited to cumulative files, student work portfolios, immunization records, special education files, and/or attendance verification at the school site located within the District. Notwithstanding Education Code section 47610, the Charter School shall comply with Education Code sections 49060 through 49079. Charter School pupil records maintained by the Charter School shall be made available for inspection by the District at any time for purposes of verifying that the Charter School is in compliance with all State and federal laws, and its Charter.

### ***Insurance Coverage***

The District and Charter School participate in the Schools Insurance Authority - sponsored property, liability and worker' compensation programs. For the term of this Charter, both parties shall remain covered by those programs, the costs of which shall be separately borne by each party, although any increase in the District's experience or rating factor due to claims arising from the Charter School's operations, or use of the Site that leads to an increased contribution (premium) to be paid by District, for the purchased coverage due to claims arising from the Charter School's operations, or use of the Site shall be solely payable by the Charter School.

***Oversight and Facilities Fee***

The Charter School shall pay an amount equal to three percent (3%) of the total revenues of the Charter School (one percent (1%) for Supervisorial oversight and two percent (2%) for use of the Site), pursuant to Education Code section 47613.

***Severability Clause***

If a provision of this charter is found to be unlawful the remainder of the charter will still be valid, if to do so keeps the critical elements intact, and if the provision that was found to be invalid is not of such a nature that in its absence, the Center Joint Unified School District Board of Trustees would have denied the GYCS charter.

## **APPENDICES**

**Appendix A: GYCS Curriculum Guide**

**Appendix B: Prescriptive Learning Plan**



**Appendix A**  
**GYCS Curriculum Guide**

**Appendix B**  
**Prescriptive Learning Plan**

AGENDA ITEM # XIV-17

## *Center Unified School District*

AGENDA REQUEST FOR:

Dept./Site: McClellan High School

Date: February 7, 2013

To: Board of Trustees

From: David DeArcos, Principal

Action Item X

Information Item

# Attached Pages 105

Principal's Initials: DD

**SUBJECT:**

McClellan High School is submitting it's Safety Plan for the 2012-2013 school year for board approval.

**CONSENT AGENDA**

AGENDA ITEM # XIV-17

# **McClellan High School**



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

**Center Joint Unified School District  
Antelope, CA**

Revised December, 2012

## **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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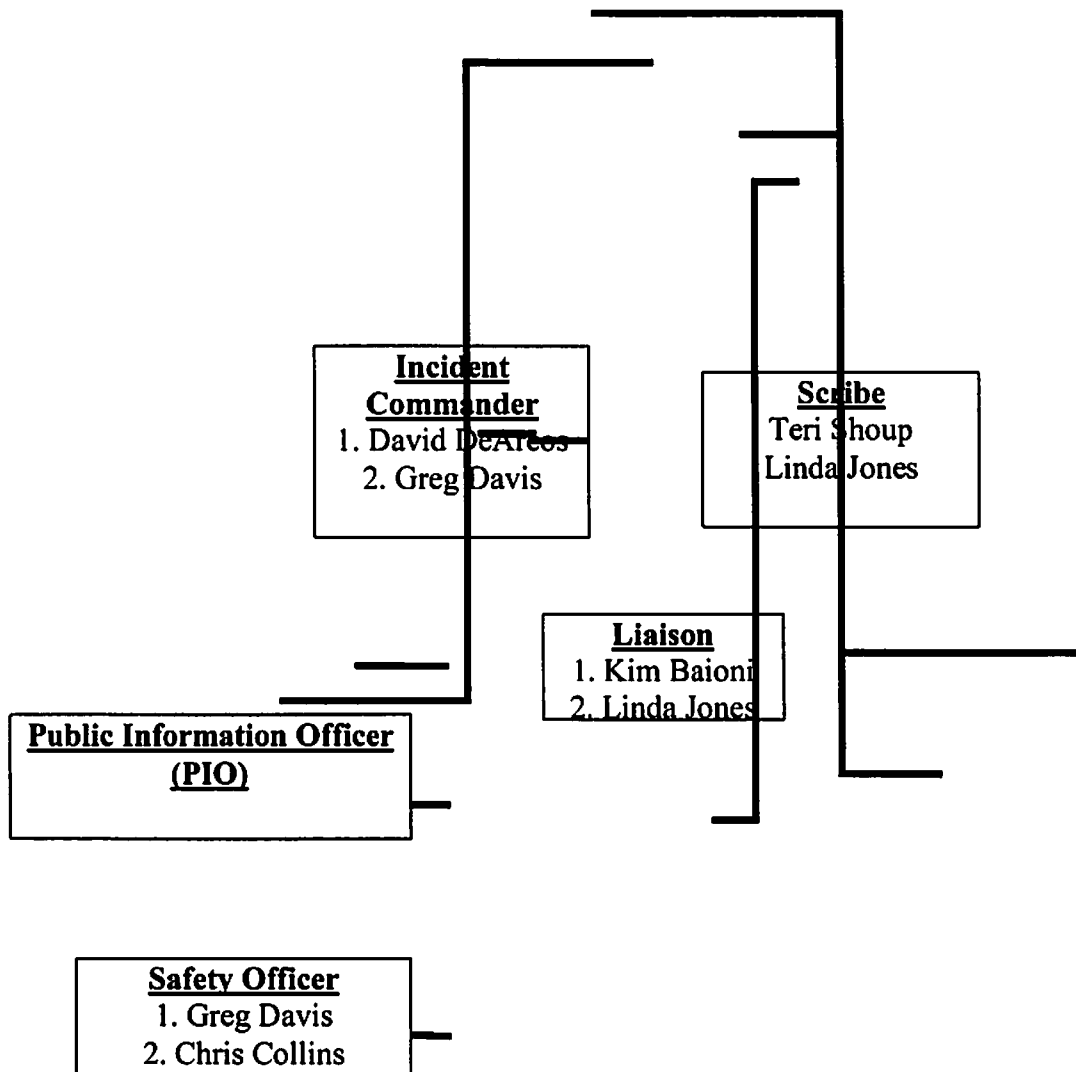
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## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 INCIDENT COMMAND SYSTEM**

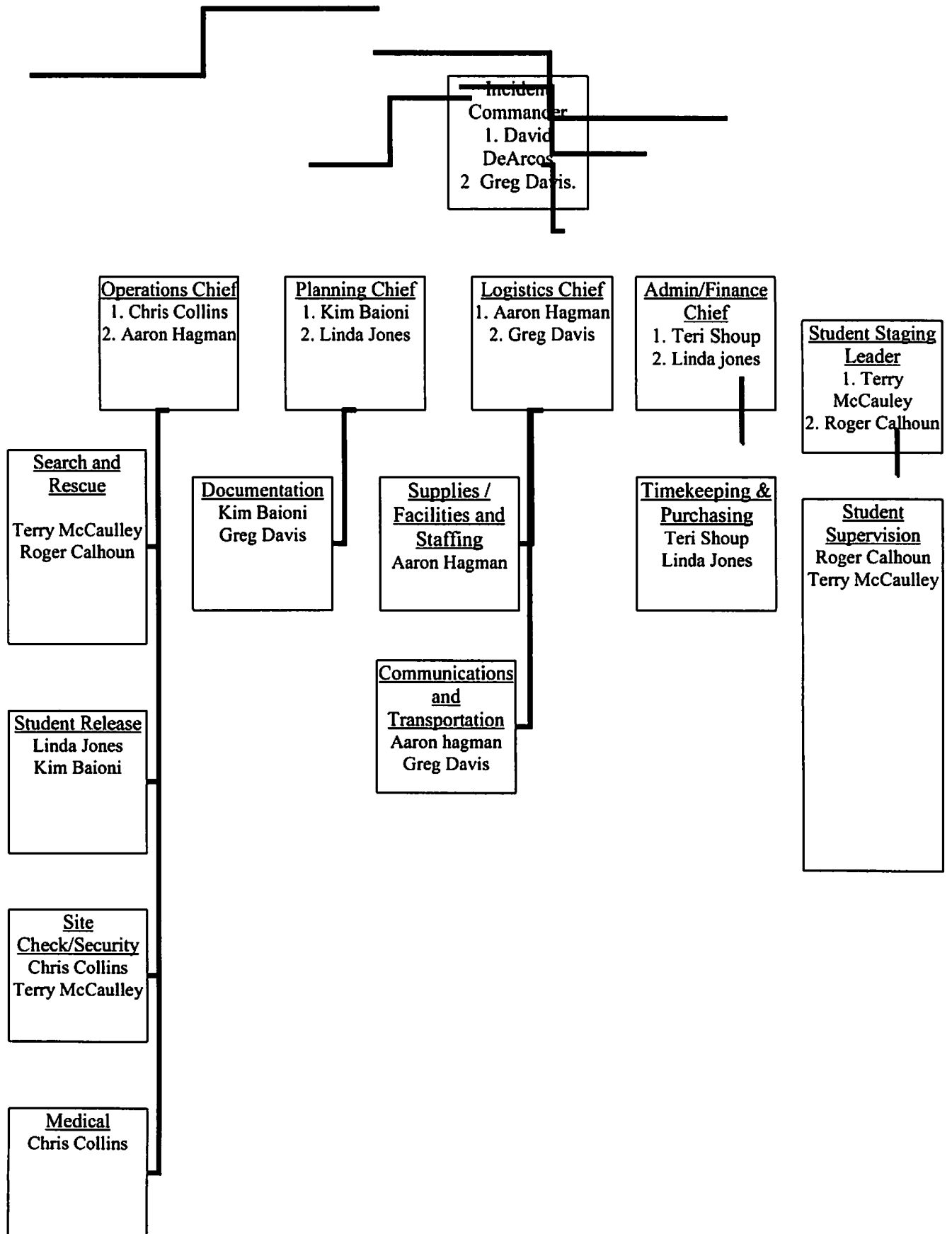
The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during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

## McClellan High School Incident Command System



<b><u>Operations Chief</u></b> <i>Doers</i> Handles all emergency response jobs, including taking care of students as well as handling the challenges of the emergency.  1. Chris Collins	<b><u>Planning Chief</u></b> <i>Thinkers</i> 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. Kim Baioni	<b><u>Logistics Chief</u></b> <i>Getters</i> 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. Aaron Hagman	<b><u>Finance &amp; Administration Chief</u></b> <i>Collectors</i> Responsible for buying materials and keeping financial records of expenditures and employee hours.  1. Teri Shoup 2. Linda Jones
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## 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}.

#### Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

### 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

<b>MHS</b>			
<i>Credential</i>	<b>Phone Number</b>	<b>Health Concerns</b>	<b>Special Skills</b>
David DeArcos	[REDACTED]		
Kim Baioni	[REDACTED]		
Chris Collins	[REDACTED]		
Aaron Hagman	[REDACTED]		
Gerry Keuner	[REDACTED]		
Greg Davis	[REDACTED]		
<i>Classified</i>			
Teri Shoup	[REDACTED]		
Linda Jones	[REDACTED]		
Terry McCauley	[REDACTED]		
Roger Calhoun	[REDACTED]		
<b>Pre School</b>			
Chris Berger	[REDACTED]		

## **SECTION 8 COMMUNICATIONS**

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

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

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

### Telephone Communication

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

## **SECTION 9 CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- 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) 338-6337
  - 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
- McCellian 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:

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#### Questions to Ask

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

#### Caller's Voice (Circle):

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

#### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes      No      Describe \_\_\_\_\_

Speech Impediment: Yes      No      Describe\_\_\_\_\_

Unusual Phrases\_\_\_\_\_

Recognize Voice? If so, who do you think it was?\_\_\_\_\_

Background Noises (Circle):

Music      TV  
Traffic      Running Motor (type)\_\_\_\_\_  
Horns      Whistles      Bells  
Machinery      Aircraft      Tape Recorder      Other\_\_\_\_\_

Additional Information:

- A. Did the caller indicate knowledge of the facility? If so, how? In what ways?\_\_\_\_\_
- B. What line did the call come in on?\_\_\_\_\_
- C. Is the number listed? Private number? Whose?  
\_\_\_\_\_  
\_\_\_\_\_
- D. Person Receiving Call\_\_\_\_\_
- E. Telephone number the call was received at\_\_\_\_\_
- F. Date\_\_\_\_\_
- G. Report call immediately to:\_\_\_\_\_  
(Refer to bomb incident plan)

Signature\_\_\_\_\_ Date\_\_\_\_\_

## THREATENING PHONE CALL FORM

Time call was received\_\_\_\_\_ Time caller hung up\_\_\_\_\_

Try to get another person on the line and record the conversation. Exact words of person:\_\_\_\_\_

\_\_\_\_\_

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? \_\_\_\_\_
2. What are you going to do? \_\_\_\_\_
3. What will prevent you from doing that? \_\_\_\_\_
4. Why are you doing this? \_\_\_\_\_
5. When are you doing this? \_\_\_\_\_
6. Where is the device right now? \_\_\_\_\_
7. What kind of device or material is it? \_\_\_\_\_
8. What does it look like? \_\_\_\_\_

Person receiving the call

Person monitoring the call

Department\_\_\_\_\_

Department\_\_\_\_\_

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

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

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

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

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

## **SECTION 3 BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

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

## **SECTION 4. CHEMICALS/BIOHAZARD/GAS ODOR**

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

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

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

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

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.

- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

## **SECTION 5. DEATH/SUICIDE**

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

Principal or designee shall:

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

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



## **SECTION 6 EARTHQUAKE**

### During the Quake

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

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

### After the Quake

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

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

Once the building is inspected by a qualified person who has been trained in Building Analysis follow the procedures for re-entry. 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.
- 1. 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:
  - α. 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.
  - β. Place your mouth over the victim's, making a tight seal.
  - χ. 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.

- δ. 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.
- ε. 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:
  - ι. The victim begins to breathe without your help
  - ιι. The victim has no pulse (begin CPR).
  - ιιι. Another trained rescuer takes over for you.
  - ιιιι. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children: a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises. b. Check for a pulse. c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths. d. Recheck the pulse and for breathing. e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing. f. Continue rescue breathing until one of the following occurs:
  - i. The child begins to breathe on his/her own.
  - ii. The child has no pulse (begin CPR).
  - iii. Another trained rescuer takes over for you.
  - iv. You are too tired to go on.

## Burns

1. Degrees:
  - Skin red (1st degree)
  - Blisters develop (2nd degree). Never break open blisters.
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic. (Do not use plastic on face.)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
  - Apply a thick, dry sterile dressing and bandage to keep out air.
  - If large area, wrap with a clean sheet or towel.
  - Keep burned hands and feet elevated and get medical help immediately.



- Treat the same as shock victim, giving fluids as indicated; warmth necessary.
- 2. First Aid for chemical burns
  - Wash chemical away with water.
- 3. 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

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.

### Electric Shock

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.

### Ears

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.

### Dog/Animal Bites

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.

### Diabetics

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

- 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

### 3. Treatment

- Epilepsy

### 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](http://www.pandemicflu.gov) for new and updated information.

#### Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

### Puncture Wounds (knife and gunshot)

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

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

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

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

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

### Seizure

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      People and Programs:**  
**Create a “caring and connected” school climate.**

**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.

## **SECTION 3 SCHOOL CLIMATE GOALS**

### The School Climate

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

- **Objective #1: 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**

- **Objective #2: 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 the opportunity 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 #3: School values and morality.** 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 the high expectations of McClellan High School.



## **SECTION 4      Physical Environment**

**Create a physical environment that communicates respect for learning and for individuals.**

### **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 Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed. MHS 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 5      PHYSICAL ENVIRONMENT GOALS**

### The Physical Environment

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

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

- Objective #1: As a result of our Safe Schools Survey, the campus of McClellan High School will be 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.  
The campus monitor will the perimeter and inner workings of the campus during school.  
Teachers shall be outside their classrooms during passing period
- Objective #2: 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.  
Staff shall mark down any possible safety issue with the campus while going about their day, and turn a work order into the office if deemed necessary.
- Objective #3: 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 here at MHS.  
The staff members will be alerted for any intruders on campus.

## **SECTION 6 SIGNATURE SHEET**

\_\_\_\_\_ 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
_____	Principal	_____
_____	Teacher	_____
_____	Teacher	_____
_____	Counselor	_____
_____	Parent	_____

**Appendix A**  
**(Insert Staff List Here)**

<b>Staff Member</b>
David DeArcos- Principal
Chris Berger- Pre School
Kim Baioni- Teacher
Gerry Kuehner- IS Teacher
Chris Collins- Teacher
Aaron Hagman- Teacher
Roger Calhoun- Campus Monitor
Linda Jones- Attendance
Greg Davis- Teacher
Terry McCauley- Custodian
Teri Shoup- Secretary

## Appendix B

(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
	<del>Room 8</del>	<del>2 phones</del>
	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 C**  
**(Insert Utility Shut-off Map Here)**

**Appendix D**  
**(Insert Evacuation Map Here)**

## **Appendix E**

**(Insert Off Campus Evacuation Map Here)**



## Appendix F

### EOC Message Form

Date:

Time:

**ROUTINE**

Priority (Circle One)

**EMERGENCY**

**URGENT**

(Life Threatened)

(Property Threatened)

(All Others)

<b>To:</b>	<b>From:</b>
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:

## Appendix G

# 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](http://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 nega-

tives 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](http://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))

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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](http://www.safestate.org)

**Appendix H**  
**Child Abuse Reporting Form**

Print

**SUSPECTED CHILD ABUSE REPORT**

Reset Form

To Be Completed by Mandated Child Abuse Reporters  
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: \_\_\_\_\_

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF EDUCATED REPORTER		TITLE		EDUCATED REPORTER CATEGORY	
	REPORTER'S EMPLOYMENT NAME AND ADDRESS		State	City	Zip	EDUCATED REPORTER ATTENDS THE SCHOOL
	REPORTER'S TELEPHONE (AREA)		TELEPHONE		TELETYPE DATE	
<b>B. REPORT INFORMATION</b>	TO LAW ENFORCEMENT TO COUNTY PROSECUTOR		ADVISED			
	TO COUNTY CLERK (FOR Child Protective Services)					
	ADDRESS		State	City	Zip	DATE OF PAGE 121
<b>C. VICTIM</b> On report per victim	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH OR APPROX. AGE		SEX	CITY
	ADDRESS		State	City	Zip	TELEPHONE
	PRESENT LOCATION OF VICTIM		SCHOOL		GRADE	OTHER
	PHYSICALLY ABUSED	SEXUALLY ABUSED	OTHER ABUSE (SPECIFY)		PREVAILING LANGUAGE	
	IN THE PAST	TYPE			SPEAKING IN HOME	
	IN PAST YEAR	IF VICTIM CASE IS OUT OF HOME CARE AT TIME OF REPORT, CHECK TYPE OF CARE		TYPE OF ABUSE (CHECK ONE OR MORE)		
	TYPE	TYPE CASE TO CHILD CASE CENTER TO FOSTER FAMILY HOME TO GROUP HOME		TYPE OF ABUSE (CHECK ONE OR MORE)		
<b>D. INVOLVED PARTIES</b> VICTIM VICTIM'S PARENTS OR GUARDIAN SUSPECT	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH OR APPROX. AGE		SEX	CITY
	ADDRESS		State	City	Zip	TELEPHONE
	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH OR APPROX. AGE		SEX	CITY
<b>E. INCIDENT INFORMATION</b>	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	APPROXIMATE DESCRIPTION (This section includes the criminal reports obtained/what parties are employing the criminal and/or civil and/or both (as applicable) or accepted)					

SS 6572 (Rev. 12/82)

**DEFINITIONS AND INSTRUCTIONS ON REVERSE**

**NOTE:** 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 6583 (1) an active investigation was conducted and (2) the investigation determined not to be warranted.

WHITE COPY - State of Florida Department BLUE COPY - County Clerk or Probation Department GREEN COPY - Child Abuse Unit YELLOW COPY - Reporting Party

## **Appendix I**

### **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>.**

## **Appendix J**

**(Insert Discipline Matrix Here)**

## Appendix K

### 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 L**

### **Center Joint Unified School District Previous Suspension/Expulsion Notification**

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

To: \_\_\_\_\_  
Teacher's Name

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

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

## **Appendix M**

### **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 N**

### **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 O**

**(Insert Dress Code, if applicable)**

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

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

**Date:** 1/30/2013

**Action Item** x

**To:** Board of Trustees

**Information Item**

**From:** Joyce Frisch, Principal

**# Attached Pages**

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

**SUBJECT:**

**Safe School and Emergency Preparedness Plan**

Wilson Riles Middle School has updated and revised their Safe School and Emergency Preparedness Plan for the 2012-2013 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 fast, effective reaction to coping with emergencies. The plan also includes a site action plan with detailed information about the school's climate and physical environment.

**CONSENT AGENDA**

**RECOMMENDATION:** The CJUSD Board of Trustees approve Wilson C. Riles Middle School's Safe School and Emergency Preparedness Plan.

# **Wilson C. Riles Middle School**



**Safe School**

**And**

**Emergency Preparedness Plan**

**Center Joint Unified School District  
Antelope, CA**

Revised January 2013

## **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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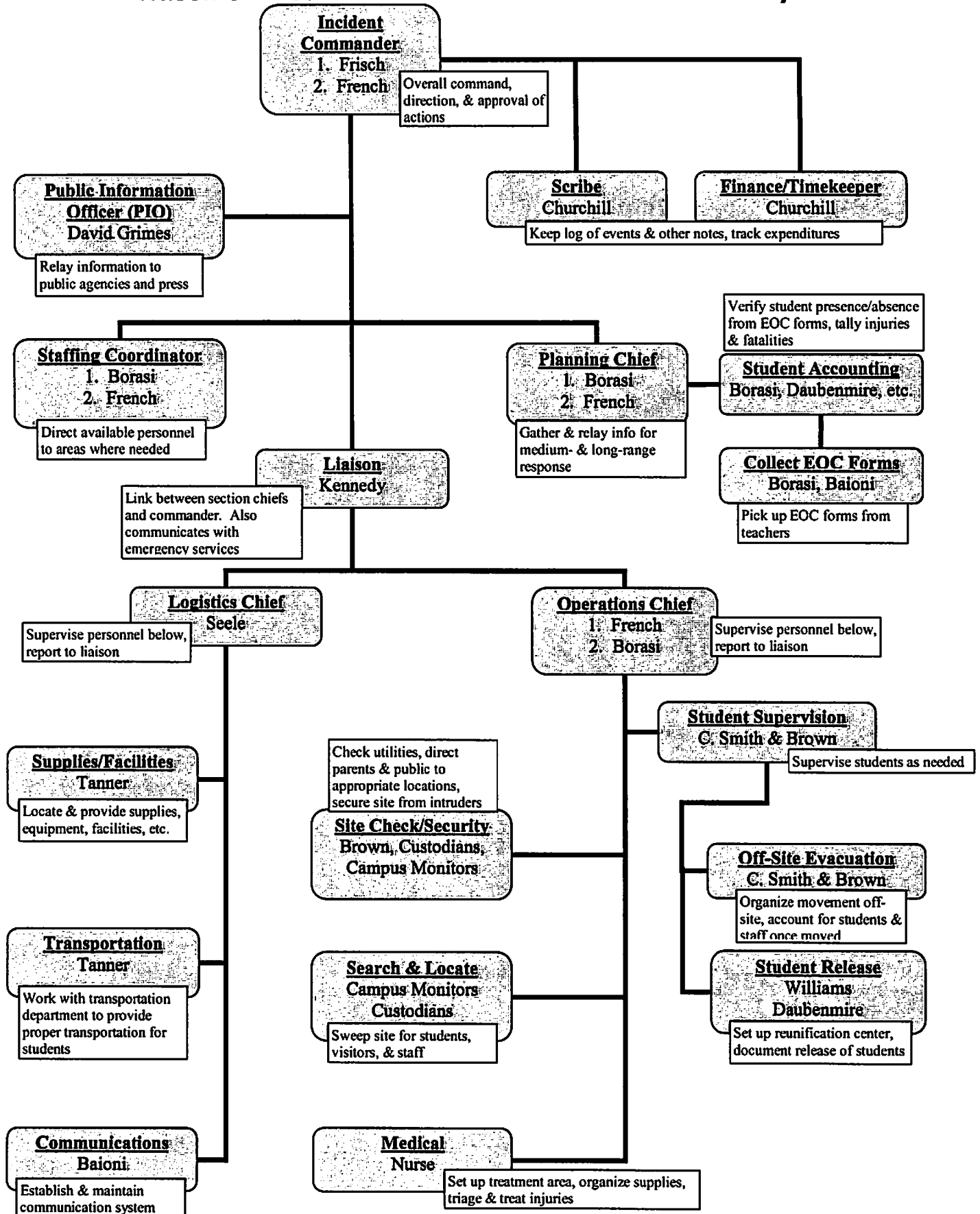
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## **PART 1 CRISIS MANAGEMENT**

### **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**

(All team members with students in their charge will take roll, send in their EOC form, and ask another teacher to watch their students before reporting to their team leaders.)

### **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

**Student Accounting:** Members of this team will collect the EOC forms and verify whether students marked missing are absent from school, in another location, or unaccounted for. They will also tally injuries and fatalities. The forms and information will go to the Planning Chief. Information about missing and injured students will go to the Operations Team, also.

**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 report to the Operations Chief and then, if it is safe, 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. 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 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. 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:**

### **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}.

#### Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements.

#### During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

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

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      RESOURCES

### Staff Information

<b>TEACHERS</b>	<b>Phone #</b>	<b>Room/Ext #</b>	<b>Health Concerns</b>	<b>Special Skills</b>
Andrews, Julie				
Asbury, Jeff				
Brown, Pete				
Camp, Tammie				
Cline, Sherry				
Cook, Karen				
Cornwell, Marsha (SCOE)				
Haro, Esther				
Hayes, Tracy				
Jordan, Mark				
Kennedy, Caryn				
Kent, Allison				
Law, Jennifer				
Lommori, Alexx				
Magnani, Kathy				
Morris, Vivian				
Muldoon, Carrie				
Myers, Dave				
Orr, Janine				
Ray, Candie				
Rose, Valerie				
Seele, Tina				
Slay, Jennifer				
Smith, Abe				
Smith, Clay				
Stamm, Ryan				
Swift, Windigo				
Tanner, Susan				
Telles, John				
Topper, Jamie				
Wise, Jeff				
Yee, Melvin				

<b>OFFICE STAFF</b>
Blackwell, Barbara
Borasi, Chris
Churchill, Michelle
Daubenmire, Tracie
French, David
Frisch, Joyce
Moe, Tracy
Pena, Rosa
Williams, Cheryl

<b>OTHER STAFF</b>	<b>Phone #</b>	<b>Health Concerns</b>	<b>Special Skills</b>
Baioni, Ron			
Balagot, Merlinda			
Beardslee, Angela			
Becker, Leanne			
Eastteam, Eve (Speech)			
Engman, Pam (Camp)			
Kekahuna, Jeannette(Cornwell)			
Lal, Kris (Cornwell)			
Linder, CeCe			
Livingston, Barbara (Yee)			
McBride, Erma			
Misajon, Joanna (Rose)			
Sato, Amanda			
Vasilevich,Tatyana (ELD)			
Wall-Butler, Thelma (Speech)			
Wheat, TerryI			
Wise, Sandy			
Xerri, Bobbi			

<b>KITCHEN STAFF</b>
Taylor, Dorothy
Chernetskiy, Lyubov
Turnquist, Nancy
Brown, Ann
Rosenbach, Akiko

<b>NOON DUTY STAFF</b>
Blackwell, Samantha
Butler, Cora
Evans, Jeannie
Hesson, Vicky
Richardson, Lisa
Sadek, Nicki
Tolok, Liliya
Torres, Betty
Walker, Melissa
Webb, Amber
Webb, Cindy

<b>CUSTODIAL STAFF</b>
Azevedo, Maria
Harvey, Holly
Torres, Manuel
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.

## **SECTION 9 CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- 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) 338-6337
  - 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:

- Triage Training – February 27, 2012 – Repeated every other year
- Preventing School Arson – October 1, 2012
- Bloodborne Pathogens – November 5, 2012
- NIMS video – December 17, 2012
- Code Red Lockdown – January 28, 2013
- Mandated Child Abuse Reporter Training – April 29, 2013
- CPR Training – TBA



## **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:

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#### Questions to Ask

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

#### Caller's Voice (Circle):

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

#### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes      No      Describe \_\_\_\_\_

Speech Impediment: Yes      No      Describe \_\_\_\_\_

Unusual Phrases \_\_\_\_\_

Recognize Voice? If so, who do you think it was? \_\_\_\_\_

Background Noises (Circle):

Music            TV  
Traffic        Running Motor (type) \_\_\_\_\_  
Horns        Whistles      Bells  
Machinery   Aircraft      Tape Recorder      Other \_\_\_\_\_

Additional Information:

A. Did the caller indicate knowledge of the facility? If so, how? In what ways? \_\_\_\_\_  
\_\_\_\_\_

B. What line did the call come in on? \_\_\_\_\_

C. Is the number listed? Private number? Whose? \_\_\_\_\_  
\_\_\_\_\_

D. Person Receiving Call \_\_\_\_\_

E. Telephone number the call was received at \_\_\_\_\_

F. Date \_\_\_\_\_

G. Report call immediately to: \_\_\_\_\_  
(Refer to bomb incident plan)

Signature \_\_\_\_\_ Date \_\_\_\_\_

## THREATENING PHONE CALL FORM

Time call was received\_\_\_\_\_ Time caller hung up\_\_\_\_\_

Try to get another person on the line and record the conversation. Exact words of person:\_\_\_\_\_

\_\_\_\_\_

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? \_\_\_\_\_
2. What are you going to do? \_\_\_\_\_
3. What will prevent you from doing that? \_\_\_\_\_
4. Why are you doing this? \_\_\_\_\_
5. When are you doing this? \_\_\_\_\_
6. Where is the device right now? \_\_\_\_\_
7. What kind of device or material is it? \_\_\_\_\_
8. What does it look like? \_\_\_\_\_

Person receiving the call

Person monitoring the call

Department \_\_\_\_\_  
Dept Phone No. \_\_\_\_\_  
Home Address \_\_\_\_\_  
Date: \_\_\_\_\_

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 Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

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

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.



## **SECTION 5 DEATH/SUICIDE**

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

Principal or designee shall:

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

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

## **SECTION 6 EARTHQUAKE**

### During the Quake

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

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

### After the Quake

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

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
  - Open all windows and doors.
  - Turn off the main gas valve at the meter.
  - Leave the building immediately.
  - Notify the gas company, police, and fire departments.
  - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

### Re-entry of Building

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

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

## **SECTION 7 FIRE/EXPLOSION**

### Fire

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

### Computer Labs

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

### Lunchrooms and Kitchens

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

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

### Fire Drill Procedures

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

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

6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

#### Silent Fire Drill / Neighborhood Disaster Plan

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

#### Fire Extinguishers

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

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

#### Fire Extinguisher Inspections

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

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

## **SECTION 8 FLOOD**

When there is a flood at the school site

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

After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see "Re-entry of Building" under "Earthquake".)

Minor Flooding

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

## **SECTION 9 GAS ODOR**

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

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

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

## **SECTION 10     HOSTAGE SITUATION**

### Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

### Terrorist or Intruder Enters the Classroom

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

### Terrorist or Intruder Enters the Office

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

### Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four



short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.

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

## **SECTION 11 HOSTILE VISITOR**

### Domestic or Civil Disturbance

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

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

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

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

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

### Procedure to Deal with Civil Disturbances

#### **Violent Person:**

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

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are

any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

**Mob:**

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

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

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

## **SECTION 12 KIDNAPPING/ATTEMPTED KIDNAPPING**

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

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

## **SECTION 13 MEDICAL EMERGENCY**

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

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

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

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

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

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

### **First Aid Stations**

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

### **Rescue**

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

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious breathing.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.

3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the Superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

#### FIRST AID INSTRUCTIONS

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

#### Abdominal Pain

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

#### Artificial Respiration

1. Steps for mouth-to-mouth artificial respiration:
  - Clear airway
  - Tilt head back (unless possible neck injury - use jaw thrust)
  - Pinch nostrils
  - Seal mouth and blow
  - Watch for chest to rise
  - Listen for air to escape from mouth
  - Watch for chest to fall

- Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
- 2. If victim's tongue obstructs airway:
  - Tilt the head
  - Jut the jaw forward
- 3. If facial injuries make it impossible to use mouth-to-mouth method then use the manual method.
  - Use mouth-to-nose if airtight seal is impossible over victim's mouth.
  - Small child - cover both mouth and nose.
- 4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
- 5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

### Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

### Bone Injuries

1. Dislocations: fingers, thumb, shoulder  
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
  - Signs of a closed fracture:
    1. Swelling
    2. Tenderness to touch
    3. Deformity
    4. Discoloration
  - Treatment (closed fracture - no bleeding or broken skin at wound)
    1. Keep broken bone ends from moving
    2. Keep adjacent joints from moving
    3. Treat for shock
  - Treatment (open fracture - broken bone and broken skin)
    1. Do not move protruding bone end
    2. If bleeding, control bleeding by direct pressure on wound
    3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
  - Always immobilize
  - Elevate joint
  - Apply cold packs during first half hour
  - Treat the same as closed fractures
  - X-ray may be necessary

## Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
  - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
  - b. Loosen tight clothing around neck and chest.
3. Open the airway:
  - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
  - b. Place your ear close to the victim's mouth; listen and feel for breathing.
  - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
  - d. Begin rescue breathing immediately. Have someone else summon professional help.

### Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
  - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
  - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
    - i. The victim begins to breathe without your help
    - ii. The victim has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
  - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.



- b. Check for a pulse.
- c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
- d. Recheck the pulse and for breathing.
- e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
- f. Continue rescue breathing until one of the following occurs:
  - (i) The child begins to breathe on his/her own.
  - (ii) The child has no pulse (begin CPR).
  - (iii) Another trained rescuer takes over for you.
  - (iv) You are too tired to go on.

## Burns

1. Degrees:
  - Skin red (1st degree)
  - Blisters develop (2nd degree). Never break open blisters.
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic. (Do not use plastic on face.)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
  - Apply a thick, dry sterile dressing and bandage to keep out air.
  - If large area, wrap with a clean sheet or towel.
  - Keep burned hands and feet elevated and get medical help immediately.
  - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
  - Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
  - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
  - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
  - Have victim close the eye, place eye pad over lid, bandage and get medical help.

## Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.

- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

### Convulsions or Seizures

#### 1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

#### 2. Causes

- Head injuries
- Severe infections
- Epilepsy

#### 3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

### Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

### Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.

3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

### Ears

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

### Electric Shock

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

### Eyes

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

### Fainting

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

### Fracture

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

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

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

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

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into place.
4. Do not permit the victim to walk about.
5. Notify parent.

6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

### Frostbite

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

### Head Injury

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

### Heart Attack

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

### Nosebleeds

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

### Pandemic Flu Plan

#### Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.

- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

#### Mild to Moderate Pandemic:

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

#### Severe Pandemic:

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

#### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

#### Social distancing:

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

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://www.pandemicflu.gov) for new and updated information.

## Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

## Puncture Wounds (knife and gunshot)

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

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

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

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

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

## Seizure

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      People and Programs:**  
**Create a "caring and connected" school climate.**

**DESCRIPTION OF SCHOOL CLIMATE**

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 3 SCHOOL CLIMATE GOALS**

### The School Climate

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

#### **Objective 1: Students feel connected to the school.**

As a result of a variety of programs, at least 50% of our students will score "high" on the California Healthy Kids Survey School Connectedness Scale (currently 38.4% - California average 50.2%\*).

#### **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 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.
- Group and individual counseling
- 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
  - Check In 4 Success program for students in need of Tier 2 support for academic or behavior concerns
  - Weekly Contract for students in need of Tier 2 support for behavior concerns
- Student Programs and opportunities which allow all students to participate positively in school activities
  - After-school athletic programs with other schools in the Foothill Intermediate Schools Athletic League
  - Lunchtime intramural athletic programs
  - After-school and lunchtime clubs
  - Husky Help sessions
  - Dances
  - Rallies and spirit days
  - Assemblies



- WEB student support team
- Leadership, AVID, and GATE Academy
- Annual Spelling Bee
- Husky Olympics competition
- Student postcards from teachers and staff, acknowledging positive behaviors
- Club Live
- Field trips for various student groups
- Student Conflict Mediation program

## **Objective 2: Students feel safe at school**

As a result of a variety of programs and policies, at least 60% of our students will perceive Wilson C. Riles Middle School as “very safe” or “safe”, as measured by the California Healthy Kids Survey (currently 53.2% - California average 62.5%\*\*) )

### **Related Activities & Programs**

- Review by all staff of our handbook and Personal Standards Matrix at the start of the year. Number one component: “Be safe”
- BEST lessons taught by all staff at start of year, designed to explain and demonstrate expected safe, responsible, and respectful behaviors across campus, and “booster” lessons throughout the year
- Reminders to students through the daily bulletin to be “safe, responsible, and respectable”
- “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
- 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
- Teacher referrals to Behavior & Guidance Team to identify students in need of Tier II and Tier III intervention supports
- Locking of all doors and exterior gates while students are in session
- One full-time and one part-time campus monitor on duty each day
- Several adult noon duty staff monitoring students at lunchtime and during passing periods before and after lunch

- Multiple means for students and parents to handle conflict and safety concerns:
  - Students or parents may request to see counselor or administrator. Expectation is for response within 24 hours
  - Conflict mediation program
  - Campus monitors available between classes and at lunch
  - Leadership and WEB students trained to support peers
- Monthly and quarterly safety drills
- Well-established and trained safety team
- School Resource Officer on call every day
- Established teacher duty stations for supervision before and after school
- Visitor sign-in log and badges for identification
- Teachers expected to be at doors during passing periods
- Yearly staff training in safety procedures and expectations

\*California Healthy Kids Survey 2008-2010 data for 7<sup>th</sup> grade students: School Connectedness

Percentages						
	Female			Male		
	High	Medium	Low	High	Medium	Low
California	53.1	38.5	8.5	47.3	41.4	11.3
CJUSD	41.2	45.2	13.6	35.5	49.3	15.1
Difference	-11.9	6.7	5.1	-11.8	7.9	3.8

\*\* California Healthy Kids Survey 2008-2010 data for 7<sup>th</sup> grade students: Perceptions of School Safety

Percentages										
	Female					Male				
	Very Safe	Safe	Neither Safe nor Unsafe	Unsafe	Very Unsafe	Very Safe	Safe	Neither Safe nor Unsafe	Unsafe	Very Unsafe
California	21.2	42.2	29.0	4.7	3.0	22.4	39.1	27.5	5.9	5.1
CJUSD	17.3	39.9	31.0	5.4	6.5	10.4	38.8	38.1	6.0	6.7
Difference	-3.9	-2.3	2	0.7	3.5	-12	-.03	10.6	0.1	1.6

**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
  - Training in Common Core State Standards for teaching staff
  - After-school Husky Help hours
  - Learning Center for students given access on IEP or 504 plan
  - Special Education department and support staff who identify and support students with needs

## **SECTION 4      Place**

### **Create a physical environment that communicates respect for learning and for individuals.**

#### **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. There are five pedestrian gates allowing access to campus, and there are two vehicle access gates on the fire road around the back of campus and a vehicle access gate to the central quad area of campus. Before and after school, four of the pedestrian gates are open. During the school day, all gates are locked.

The playground is grass and asphalt and includes a 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 part-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 5      PHYSICAL ENVIRONMENT GOALS**

### The Physical Environment

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

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

**Objective #1:** The physical environment of 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:** 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.

- Administration will conduct a vulnerability assessment and will work to remediate areas where safety and security can be improved.

## SECTION 6 SIGNATURE SHEET

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>Tina Seele</u>	Teacher	<u>Tina Seele</u>
<u>Susan Tanner</u>	Teacher	<u>Susan Tanner</u>
<u>Cheryl Williams</u>	Counselor	<u>Cheryl Williams</u>
<u>Sandy Wise</u>	Library Technician	<u>Sandy Wise</u>
<u>Devon Trovaten</u>	SSC Parent	<u>Devon Trovaten</u>
<u>DAW BIRCH #19</u> (Please print)	Law Enforcement	<u>DAW BIRCH #19</u> TRPD

## Appendix A & B

### Staff List & Classroom Phone Numbers

STAFF	RM #	Ext	VM	STAFF	RM #	Ext	VM
Andrews, Julie (Rm 508 - 3,5)	506	2506	6042	Americorp	518	2518	
Asbury, Jeff (Rm 322- 2,3 )	515	2515	6000	Art Room	308	2308	
Baioni, Ron	317	2317		AVID Room	443	2443	
<i>Balogot, Merlinda</i>	603	2603		Boys locker room (PE Teachers)	304	2306	
Brown, Pete (PE- 7,8)	400	2400	6050	Cafeteria/Kitchen-Dorothy Taylor	128	1128	1128
Camp, Tammie	504	2504	6006	Campus Monitor Office	324	<b>2326</b>	6002
Cline, Sherry (Rm 508- 2,7)	509	2509	6040	<i>McBride, Beardslee</i>			
Cook, Karen (Rm 324- 4 )	302	2302	6074	Computer Lab - <i>Not # for Ron</i>	316	2316	
Cornwell, Marsha (SCOE)	612	2612	6101	Computer Lab 2	610	2610	
Eastteam, Eve (Speech)	447	2447	6014	Conference Room	107	1107	
<i>Engman, Pam</i>	404	2404		Conference Room 2	447	2447	
Haro, Esther	505	2505	6046	Custodian Office	615	2615	2416
Hayes, Tracy	402	2402	6021	District Board Meeting Room	503	2503	
Jordan, Mark ( Rm 606-4)	304	2306	6072	Drama Room	423	2423	6046
<i>Kekahuna-Sanchez-SCOE</i>	612	2612		Fitness Room 1	215	2215	
Kennedy, Caryn	517	2517	6011	Fitness Room 2 (Mod PE)	609	2609	
Kent, Allison ( Rm 508- 3,8)	510	2510	6033	Girls locker room (PE Teachers)	311	2302	
<i>Lal, Kris-SCOE</i>	612	2612		Kitchen	126	1126	
Law, Jennifer (Rm 450-4)	453	2453	6022	Leadership Room	454	2454	
<i>Linder, CeCe</i>				Library	417	2417	2418
<i>Livingston, Barbara</i>	516	2516		Lounge (Main Office)	119	1119	
Magnani, Kathy	422	2422	6029	Math Support Room	508	2508	
<i>Misajon, Joanna</i>				Mail Room (Main Office)	108	1108	
Morris, Vivian (Rm 611- Sewing)	313	2313	6047	Nurse's Office	114	1114	11149
Muldoon, Carrie	522	2522	6015	Occupational Therapy	613	2613	
Myers, Dave	216	2216	6051	PTA	617	2617	6013
Orr, Janine	603	2603	6025	SCOE-Direct line <b>916-781-2959</b>	612	2612	6101
Orr, Janine	604	2604	6025	Social Studies Room	444	2444	
Pena, Rosa				<b>Staff Lounge (Fasani Bldg)</b>	414	2413	
Ray, Candie ( RM 423- Drama)	424	2424	6030	STAR Room	519	2519	
Rose, Valerie	605	2605	6076	Ticket Booth/ Snack Bar		2210	
Seele, Tina	520	2520	6061				
Slay, Jennifer (Rm 443-AVID)	452	2452	6041	<b>OFFICE STAFF</b>	<b>RM #</b>	<b>Ext</b>	<b>VM</b>
Smith, Abe	607	2607	6065	<b>Frisch, Joyce</b>	<b>106</b>	<b>1206</b>	<b>12069</b>
Smith, Clay	514	2514	6020	<b>French, David</b>	<b>105</b>	<b>1205</b>	<b>12059</b>
Stamm, Ryan	401	2401	6024	<b>Attendance Office</b>	<b>103</b>	<b>7910</b>	<b>7910</b>
Swift, Windigo	420	2420	6027	<b>Main Office</b>	<b>102</b>	<b>7900</b>	<b>7900</b>
Tanner, Susan	404	2404	6037	<b>Churchill, Michelle</b>	<b>109</b>	<b>1109</b>	<b>11099</b>
Telles, John	521	2521	6062				
Topper, Jamie	608	2608	6064	Baioni, Ron	317	2317	
<i>Vasilevich, Tatyana (ELD)</i>	607	2607		Blackwell, Barbara	125	1125	11259
Wall-Butler, Thelma (Speech)	446	2446	6052	Borasi, Chris	121	1121	11219
<i>Wheat, Terry! SCOE</i>	612	2612		Daubenmire, Tracie	104	1104	11049
Wise, Jeff ( Library- 4)	304	2306	6055	Moe, Tracy	103	1303	13039



Wise, Sandy	418	2418	6026	Pena Rose	123	1123	11239
Yee, Melvin	516	2516	6068	Vasilevich, Tatyana	122	1122	11229
				Williams, Cheryl	120	1120	11209
				Receptionist	102	1202	12029
Updated 12/12/2012				LOBBYStudent call out phone		1402	

**Appendix C**  
**(Insert Utility Shut-off Map Here)**

## **Appendix D**

**(Insert Evacuation Map Here)**

## **Appendix E**

**(Insert Off Campus Evacuation Map Here)**

## Appendix F

### EOC Message Form

Date:
Time:

**ROUTINE**

Priority (Circle One)

**EMERGENCY**

**URGENT**

(Life Threatened)

(Property Threatened)

(All Others)

<b>To:</b>	<b>From:</b>
Name:	Name:
Title:	Title:
Location:	Location:

Check One:

☐ Take Action

☐ For Information

☐ Other

**Category**

**Number**

**Description**

- |    |                    |   |
|----|--------------------|---|
| A. | # _____            | Fatalities  |
| B. | # _____ Minor      | Injuries<br>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:

## Appendix G

# 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.loginfo.ca.gov](http://www.loginfo.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](http://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))

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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](http://www.safestate.org)



## **Appendix I**

### **Williams Uniform Complaint Procedure**

#### **NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS**

**Parents/Guardians, Pupils, and Teachers:**

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form can be obtained at the school office, district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site:  
<http://www.cde.ca.gov/re/cp/uc>.

(8/05 11/05) 11/07

## 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 J

Wilson C. Riles Middle School

# Personal Standards Matrix

	Be Safe	Be Responsible	Be Respectful
<b>Classrooms</b>	Keep your hands, feet, and objects to yourself Enter the room only when a teacher is present Remain seated at all times with your chair flat on the floor Keep walkways clear Ask permission and sign out before you leave the classroom	Be on time Come to class with required materials including agenda and I.D. Enter the classroom quietly Start warm-up activity before the bell rings Stay on task for the entire period Follow all classroom rules and procedures Put forth your best effort in everything you do Complete and turn in all class work and homework on time Ask questions when you don't understand	Politely greet your teacher at the door as you enter the classroom Speak respectfully to everyone Respond appropriately to everyone Raise your hand to participate Show you are listening by looking at the speaker Ask permission before using others property Work quietly Clean up after yourself Wait for the teacher to dismiss you
<b>Computer Labs All classroom rules apply</b>	Keep your hands, feet, and objects to yourself Keep backpacks under your chair or legs Chair and feet flat on floor Go to authorized websites only – ask your teacher first Inform staff of vandalism or broken equipment	Sit in assigned seat Use all equipment appropriately Have teacher give the ok before printing Leave equipment settings as you found them	Speak respectfully to everyone Respond appropriately to everyone Save to your workfolder only Leave the computer lab clean for the next class Use headphones to help yourself stay focused
<b>Science Labs All classroom rules apply</b>	Keep your hands, feet, and objects to yourself Use materials as directed Wear eyewear when using chemicals or other toxic materials Report spills to teacher immediately Leave all lab materials in the lab	Do assigned work, follow lab directions Ask questions if you are unsure of what to do Use equipment appropriately Clean your lab station	Speak respectfully to everyone Respond appropriately to everyone Wait patiently for your turn Let all lab group members participate Return all materials to correct place
<b>Library</b>	Keep your hands, feet, and objects to yourself Walk at all times Enter quietly	Have books, ID's, and Agenda Treat books and displays appropriately Keep the library neat and clean	Follow the directions of all staff members Speak respectfully to everyone Respond appropriately to everyone
<b>Locker Rooms</b>	Keep your hands, feet, and objects to yourself Walk at all times Notify P.E. teachers if there is a problem Inform staff of vandalism or broken equipment	Follow P.E. dress policy (Bring proper clothes and shoes) Use only your assigned locker Remember your locker combination Keep the bathroom and locker room clean	Follow the directions of all staff members Speak respectfully to everyone Respond appropriately to everyone Respect the space and property of other students
<b>Assemblies</b>	Keep your hands, feet, and objects to yourself Enter and exit in an orderly fashion Remain seated until dismissed Leave backpacks in the classroom	Sit quietly with your class Look to teacher for directions Listen and focus on the presentation Take anything you brought back with you	Follow the directions of all staff members Sit up straight in your chair Show appreciation by applauding at appropriate times Use good listening skills: eyes on speaker and voices off

# Personal Standards Matrix

	Be Safe	Be Responsible	Be Respectful
<b>Lunch Areas</b>	<p>Keep your hands, feet, and objects to yourself</p> <p>Walk at all times (ok to run on court &amp; field)</p> <p>Go directly to a seat when you have your food</p> <p>Keep your own food and eat only your food</p> <p>Remain seated while eating</p> <p>Notify an adult if you notice a spill</p>	<p>Take your place in the back of the line</p> <p>Have I.D. number and cash ready for the cashier</p> <p>Take all food needed to make a complete lunch</p> <p>All food and drinks stay in the cafeteria or red table area</p> <p>Stay behind the orange line until an adult dismisses you</p>	<p>Follow the directions of all staff members</p> <p>Speak respectfully to everyone</p> <p>Respond appropriately to everyone</p> <p>Throw your trash in the trash can</p>
<b>Passing Areas</b>	<p>Keep your hands, feet, and objects to yourself</p> <p>Walk at all times</p> <p>Use the right side of stairwell</p>	<p>Go directly to your next class</p> <p>Show your pass if asked</p> <p>Keep campus free of litter</p>	<p>Speak respectfully to everyone</p> <p>Respond appropriately to everyone</p> <p>Walk on paved areas only</p> <p>Leave room for others to pass</p>
<b>Restrooms</b>	<p>Walk at all times</p> <p>Use restrooms for their intended purposes</p> <p>Turn water off after washing your hands</p>	<p>Flush toilet after use</p> <p>Throw paper towels in the waste can</p>	<p>Respect bathroom property</p> <p>Wait for peers outside</p>
<b>Office</b>	<p>Keep your hands, feet, and objects to yourself</p> <p>Walk into the office quietly</p> <p>Stay seated</p>	<p>Check in attendance office if late for school</p> <p>State your purpose politely</p> <p>Ask permission to use the telephone</p> <p>Sign in on the clipboard when you come to the office with a pass</p> <p>When leaving, get a pass and walk quietly out the door to class</p>	<p>Speak respectfully to everyone</p> <p>Respond appropriately to everyone</p> <p>Remove hats or hoods</p> <p>Keep phone conversations short</p> <p>Work quietly</p>
<b>Bus Areas</b>	<p>Keep your hands, feet, and objects to yourself</p> <p>Keep gale area clear</p> <p>Stay behind the yellow line until asked to board the bus</p> <p>Enter and exit the bus in a safe and orderly fashion</p>	<p>Wait in line patiently</p> <p>Make sure all your belongings get on and off the bus</p> <p>Keep the bus clean</p>	<p>Follow the directions of all staff members</p> <p>Speak respectfully to everyone</p> <p>Respond appropriately to everyone</p>
<b>To/From School</b> All school rules apply	<p>Keep your hands, feet, and objects to yourself</p> <p>Follow all rules of the road</p> <p>If it has wheels-wear a helmet</p> <p>Follow exit rules in the front, back and parking lot</p>	<p>Go directly to and from school</p> <p>Be on time to and from school</p> <p>Tell your parents or a school staff member of any problems</p>	<p>Speak respectfully to everyone</p> <p>Respond appropriately to everyone</p> <p>Respect the property of others</p>
<b>Detention</b>	<p>Keep your hands, feet, and objects to yourself</p> <p>Come in quietly, sit down, and begin working</p> <p>Follow directions of the school staff</p>	<p>Be productive (homework, AR)</p> <p>Sit up and face forward in your seat</p> <p>Bring your pass to detention and Saturday school</p> <p>Clean up after yourself</p> <p>Put borrowed materials away where they belong</p>	<p>Follow the directions of all staff members</p> <p>Speak respectfully to everyone</p> <p>Respond appropriately to everyone</p> <p>Be on time</p> <p>Remain silent</p>

# Student Discipline & Consequences and the Law

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The responsibility for effective discipline in our school is shared by the staff, parents, and students. Working together, we can provide an environment that is safe, orderly, and conducive to learning. The categories of misconduct and authorized disciplinary actions are detailed in this Student Handbook. However, it is impossible to cover all types of situations that may occur throughout the school year. Therefore, verbal announcements may be made concerning items not listed in this Student Handbook. Students may be disciplined for announced items or situations even though they are not specifically covered by a written policy.

In order to maintain a safe and positive school environment, expectations for student behavior at Wilson C. Riles Middle School are set very high. Rules and regulations provide structure and limits, so students may achieve their maximum potential. A positive school environment is the goal of everyone here at WCR. Teachers will handle minor disciplinary offenses within their classrooms through their classroom management strategies. Students who display poor behavior or commit repeat offenses may be referred to the vice-principals for disciplinary action. CJUSD has jurisdiction over its students during the regular school day and while going to and from school on CJUSD provided transportation. This jurisdiction includes any activity during the school day, "on school grounds," or attendance at any school-related function (regardless of time or location) as well as any other school related misconduct (regardless of time or location). Students are technically "at school" from the time they leave their house or private ride in the morning until the time they step back into their house or private ride in the afternoon.

The school can act in place of parents and is charged with the same rights and duties of parents (In loco parentis). Consequences may be imposed for student misconduct "off school grounds" which is supported by evidence that the student behavior "outside of school" has a detrimental impact on the well being of other pupils, staff, or school activities. Student conduct outside of school hours and away from school property can be regulated by school officials if such conduct affects the management of the school. Thus, consequences may be assigned to students for behaviors which include, but are not limited to, the following examples: fighting after school, using insulting language to a teacher on the way home from school, or making an offensive remark about a teacher to a group of students at a mall.

In dealing with student discipline problems, the administration or their designee(s) have the discretion to control and conduct any and all investigations of incidents as well as any questions on procedure. While the administration or their designee(s) may admit irrelevant or hearsay evidence, they will consider relevance and credibility when weighing the evidence. The administration or their designee(s) reserve the right, however, to limit irrelevant, redundant, or prejudicial evidence. Everyone involved in student disciplinary matters may be questioned by the administration or their designee(s) for further clarification. Student(s) accused of alleged misbehavior will be given an opportunity to respond (due process). At Wilson C. Riles, disciplinary actions will be administered when necessary to protect students, school employees, or property, and to maintain the order and discipline essential to an environment conducive to learning. Persistent or repeated violations of the rules of conduct will result in increasingly serious consequences for the offending student. Disciplinary actions may include, but are not limited to, warnings, detentions, parent conferences, out-of-school suspensions, a shortened school day (per parent/school agreement), or other creative disciplinary measures designed to improve the behavior of the student. All students will be treated fairly, equitably and provided with an appropriate amount of due process. Discipline decisions are based on a careful assessment of the circumstances surrounding each incident. The factors considered include, but are not limited to:

- The seriousness of the incident.
- The student's age, background, and attitude.
- The frequency of his/her involvement in misconduct during middle school.
- The effect the incident has on the learning environment of other students.
- The effect the incident has on the teacher's effectiveness in the class.

## **Minor and Major Consequences for Negative Behavior Choices**

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The Riles School wide expectation is that student behavior is safe, responsible, and respectful. There are negative consequences when a student's behavior is not safe, responsible, or respectful. Minor consequences are typically assigned by a classroom teacher. Major consequences are typically assigned by a vice principal.

Each teacher has his or her own classroom rules and routines that are designed around the school wide rules of being safe, responsible, and respectful. A teacher may elect to have a student step outside the classroom for two minutes or visit a neighboring classroom. Any behavior that distracts from the learning environment will receive a consequence. Typical behavior infractions that are handled in the classroom include:

**Unsafe behaviors** (not keeping hands to self, horseplay, throwing/shooting objects)

**Irresponsible behaviors** (gum, calling out, out of seat, off-task, cheating, plagiarism)

**Disrespectful behaviors** (talking during instruction, talking back or arguing with teacher, not following directions, disrespectful remarks to others)

**Minor consequences at the classroom level have escalating consequences:**

- 1) The first behavior infraction: the teacher provides instruction in the proper behavior. For example, if a student is calling out during instruction, the teacher will show the student the Personal Standards Matrix that states being respectful in the classroom requires that student raise his or her hand to participate. The conversation is documented in the student data system.



- 2) The second behavior infraction: the teacher again provides instruction in the proper behavior using the Personal Standards Matrix, makes parent contact, and documents the conversation in the student data system.
- 3) The third behavior infraction follows the same procedures as the second behavior infraction with the addition of an after school detention assignment.
- 4) The fourth behavior infraction shows that the student is not responding properly to the teacher's direct behavior instruction. This is considered defiance and will result in an office referral and consequences will be assigned by the vice principal.

A student may be referred to the office without the teacher following the behavior incident process for the following reasons:

- 1) The student poses a threat to others.
- 2) The behavior requires an immediate major consequence.
- 3) The teacher elects to have the student serve a one or two period suspension from the classroom (teacher must make parent contact).

### **Behaviors requiring major consequences**

**Unsafe behaviors** (bullying, threatening, physical aggression, possession of a dangerous object or weapon)

**Irresponsible behaviors** (vandalism, theft, excessive tardies)

**Disrespectful behaviors** (overt defiance, profanity, harassment, derogatory or sexual remarks)

This is not an exhaustive list of behaviors that may require a major consequence. The California Education Code listed below describes possible suspendable and/or expellable offenses.

### **California Education Code Related to Student Discipline**

#### **CA Ed Code 48915 (carries mandatory expulsion recommendation)**

- (a1) Causing serious physical injury to another person.
- (a2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- (a3) Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.
- (a4) Robbery or extortion. The felonious taking of personal property from another from his person or immediate presence, against his will accomplished by force or fear.
- (a4) Assault or battery upon any school employee.
- (c1) Possessing, selling, or otherwise furnishing a firearm.
- (c2) Brandishing a knife at another person. "Zero Tolerance" policy identifies any knife a suspendable offense.
- (c3) Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.
- (c4) Committing or attempting to commit a sexual assault or battery.
- (c5) Possession of any explosive.

#### **CA Ed Code 48900**

- (a1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a2) 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 object of this type, the pupil has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or any intoxicant of any kind.
- (d) Unlawfully offered or arranged or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the 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.
- (i) Committed an obscene act or engaged in habitual vulgarity.
- (j) Unlawful possession of, or 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 any supervisor, teacher, administrator, school official, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school or private property.
- (m) Possessed an imitation firearm, 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 or sexual battery as defined in the Penal Code Section 261, 266c, 286, 288, 288a, and 243.4.
- (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 retaliated against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 43050.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

## Appendix K

### CENTER UNIFIED

#### SUSPENSION NOTICE

Date \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Student \_\_\_\_\_ DOB \_\_\_\_\_ Parent \_\_\_\_\_

Address \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Teacher \_\_\_\_\_

Special Education: ☐ YES ☐ NO

SUSPENSION FROM SCHOOL: ☐1 ☐2 ☐3 ☐4 ☐5 Date(s) of Suspension \_\_\_\_\_ Date to Return to School \_\_\_\_\_

Number of DAYS suspended accumulated with this suspension: ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

☐11 ☐12 ☐13 ☐14 ☐15 ☐16 ☐17 ☐18 ☐19

☐20

Number of TIMES suspended accumulated with this suspension: ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

PARENT/PUPIL/PRINCIPAL CONFERENCE: Date \_\_\_\_\_ Time \_\_\_\_\_

EXTENDED SUSPENSION: ☐ YES ☐ NO Parent/Pupil Notification Date: \_\_\_\_\_ Time \_\_\_\_\_

#### EDUCATION CODE, SECTION 48900:

- ☐ (a-1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- ☐ (a-2) Willfully used force or violence upon the person of another, except in self-defense.
- ☐ (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- ☐ (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
- ☐ (d) Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- ☐ (e) Committed robbery or extortion.
- ☐ (f) Caused or attempted to cause damage to school property or private property.
- ☐ (g) Stolen or attempted to steal school property or private property.
- ☐ (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- ☐ (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- ☐ (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- ☐ (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of duties.
- ☐ (l) Knowingly received stolen school property or private property.

- ☐ (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ☐ (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- ☐ (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- ☐ 48900.2 Committed sexual harassment as defined in Education Code 212.5, provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment. This ground for suspension/expulsion shall not apply to students enrolled in grades K through 3.
- ☐ 48900.3 Attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5.
- ☐ 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- ☐ 48900.7 Made terrorist threats against school officials or school property, or both.

**EDUCATION CODE 48915 - Mandatory expulsion recommendation and mandatory expulsion:**

- ☐ (c-1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- ☐ (c-2) Brandishing a knife at another person.
- ☐ (c-3) Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.
- ☐ (c-4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

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

- ☐ (a-1) Causing serious physical injury to another person, except in self-defense.
- ☐ (a-2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- ☐ (a-3) Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- ☐ (a-4) Robbery or extortion.
- ☐ (a-5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

FACTS LEADING TO DECISION TO SUSPEND \_\_\_\_\_

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

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

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

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

and/or

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

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

tg:8.98

## **Appendix L**

### **Center Joint Unified School District Previous Suspension/Expulsion Notification**

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

To: \_\_\_\_\_  
Teacher's Name

From: \_\_\_\_\_

Re: \_\_\_\_\_  
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: \_\_\_\_\_

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

## **Appendix M**

### **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 N**

### **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 O

### Wilson C. Riles Student Dress Code

#### Dressing for Success

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The CUSD Board of Trustees and Riles staff believes proper dress and grooming is part of a positive educational experience. School should be a place of learning and preparation for a successful future; therefore, the administration and staff of Wilson C. Riles Middle School support the following concepts regarding student dress:

- 🐱 Just as successful adults dress differently for work and for leisure, students should dress differently for school than for the mall, a party, or the ball park.
- 🐱 Middle school students must dress in a manner that does not call attention to their developing bodies.
- 🐱 The school must not be a showcase for enticing graphics that glorify money, sex, violence, drugs, weapons, and death.
- 🐱 Dress, hairstyle, makeup, jewelry, and other items which are distracting or interfere with the study habits of students in the class or school, or pose a health or safety risk to the students, shall not be acceptable.
- 🐱 Personal appearance standards for students are defined in the dress code.

If a teacher or staff member deems the student's clothing inappropriate, then student will be sent to the office to change into clothes provided by the office to remedy the situation. **Students will return to class only upon meeting dress code standards.** Students will lose merit points for all dress code violations. While there is a certain amount of subjectivity in applying any dress code, it should be noted that the decisions of the administration at WCR shall be final in dress code matters.

1 <sup>st</sup> Offense	Exchange item for appropriate school clothes -	2 merit deduction
2 <sup>nd</sup> Offense	Exchange item for appropriate school clothes -	2 merit deduction
3 <sup>rd</sup> Offense	Same as 2 <sup>nd</sup> offense + admin referral for defiance	

#### Dress Code

- 🐱 Skirts and shorts must be below the fingertips when arms are placed at the side. (Holes, openings, or slits in these garments must not reveal skin above the fingertips.)  
Pants will be worn at or above the student's waist.  
Appearance of undergarments is prohibited.
- 🐱 Recreational attire, better suited to out-of-school life, shall not be worn at school. Examples of unacceptable recreational attire are pajama bottoms, sweatbands, short shorts, tank tops, spaghetti straps, halter tops, see-through sheer tops, low necklines (no cleavage), bare midriff or bareback tops, crop tops and half-shirts, or other clothing that inappropriately exposes body parts.
- 🐱 Clothing items, accessories and backpacks will be considered inappropriate if they present a danger or are offensive to other students or staff. Clothing that bears profanity or advertises sex, drugs, alcohol, tobacco, gangs or violence is inappropriate school attire.
- 🐱 Students are prohibited from wearing any gang affiliated clothing or items. Examples of such prohibited items include, but are not limited to, bandanas, hanging chains/suspenders, belts, shoestrings, earrings, jackets or devices associated with group intimidation or gangs. Gang attire is any clothing, accessory or manner of grooming which may be an indicator of gang involvement as determined by school administration.
- 🐱 Shoes must be worn at all times. Slippers, flip-flops, and other strapless shoes as well as high and platform heels are considered unsafe and are not to be worn at school.
- 🐱 Head coverings are only allowed during inclement weather. During the cold or rainy season, students outside may wear a hood, a black beanie (small logo allowed) or an official school beanie or hat (available for purchase). No head coverings are permitted indoors.
- 🐱 Hair shall be clean and neatly groomed.
- 🐱 Writing on oneself or others is strictly forbidden.
- 🐱 Piercings that are deemed unsafe will not be allowed. This is to be determined by the administration.
- 🐱 Gym clothing is to be worn during the regular P.E. classes only.



*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**To:** Board of Trustees

**Action Item** X

**Date:** March 20, 2013

**Information Item**     

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

**# Attached Pages**     

**Assist. Supt. Initials:** CD

**SUBJECT:** RFP #2013-100 AT&T to  
Provide Telecommunication Service -  
Local Voice Service

Telecommunications bids were accepted and opened on January 25, 2013, for local voice service to Center Joint Unified School District. Of the two companies that turned in bids, AT&T was the low bidder.

**RECOMMENDATION:** That the Board of Trustees approves the Telecommunication Services Contract By and Between AT&T and Center Joint Unified School District.

**CONSENT AGENDA**



## AGREEMENT

Customer	AT&T
Center Unified School District Street Address: 8408 Watt Ave. City: Antelope State/Province: CA Zip Code: 95843 Country: USA	AT&T Corp.
Customer Contact (for notices)	AT&T Contact (for notices)
Name: Scott Lehr Title: Superintendent Street Address: 8408 Watt Ave. City: Antelope State/Province: CA Zip Code: 95843 Country: USA Telephone: 916-338-6409 Fax: 916-338-6411 Email: superintendent@centerusd.org	Street Address: 2700 Watt Avenue Room 3349 City: Sacramento State/Province: CA Zip Code: 95821 Country: USA  With a copy to: AT&T Corp. One AT&T Way Bedminster, NJ 07921-0752 ATTN: Master Agreement Support Team Email: mast@att.com

This Agreement ("Agreement"), between the customer named above ("Customer") and the AT&T entity named above ("AT&T"), is effective when signed by both Customer and AT&T (the "Effective Date").

The parties understand and acknowledge that the California Integrated Information Network Contract MSA 1 between AT&T and the State of California expires on January 29, 2014 ("CALNET 2"). Pursuant to California Government Code Section 11541, Customer is eligible to obtain services under CALNET 2 and currently receives service(s) under CALNET 2 (the "CALNET 2 Services") pursuant to the CALNET 2 Authorization(s) to Order ("CALNET 2 ATO") attached hereto as Schedule No. 1.

The parties further understand and acknowledge that the upcoming E-Rate year begins on July 1, 2013 and ends on June 30, 2014. In order to ensure continuity of service(s) for the Customer throughout the upcoming E-Rate year and the remainder, if any, of the Customer's requested term, AT&T and the Customer agree as follows:

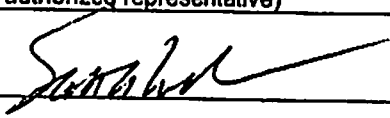
- (a) For the period July 1, 2013 through January 29, 2014, AT&T shall continue to provide the CALNET 2 Services solely pursuant to the terms and conditions contained in Customer's existing CALNET 2 ATO(s) attached hereto as Schedule No. 1.
- (b) Beginning January 30, 2014, AT&T agrees to continue providing the Services that Customer was receiving under CALNET 2 as of January 29, 2014 pursuant to the terms of this Agreement. Services under this Agreement shall extend through June 30, 2018 ("Term"). AT&T agrees to provision Service under this Agreement by honoring the rates and relevant terms and conditions from CALNET 2 as defined herein, including all additional terms set forth in the CALNET 2 ATOs attached hereto as Schedule No. 1.
- (c) Customer agrees to procure the Services that Customer was receiving under CALNET 2 as of January 29, 2014 for the entire Term of this Agreement. In the event of an early termination by Customer, the relevant terms and conditions contained in the CALNET 2 Contract and the CALNET 2 ATOs for an early termination shall define the parties' rights and obligations; provided that the following language shall take precedence over Section 4 of the CALNET 2 ATOs:  
"If Non-State Agency elects to terminate Service prior to completion of the Term, a termination charge may apply. The termination charge may not exceed sixty-five percent (65%) of the Non-State Agency's average monthly bill for the disconnected Service(s) multiplied by the number of full months remaining in the Term."

- (d) The parties acknowledge that the following CALNET 2 provisions grant the State of California certain administrative and oversight rights and responsibilities under CALNET 2 that do not apply to Customer, or any users of the Services being obtained by Customer or any non-state agency purchasing under CALNET 2. To the extent that any such Section identified below also contains a specific service obligation on the part of AT&T, AT&T will comply with that service obligation in provisioning relevant Service(s) under CALNET 2 to Customer. For example, Section 28 deals with Contract Modifications. The negotiation of new contract provisions is an administrative/oversight function that applies solely to the State. To the extent, however, that CALNET 2 is modified pursuant to Section 28, any change that affects CALNET 2 Services will apply to Services that Customer receives under CALNET 2. The Sections granting the State exclusive administrative and oversight rights are as follows: 2.a & c, 9, 13, 19, 28, 34.a, 50, 52.b – f, 57, 60, 61, 66, 68, 69, 70, 78, 80, 83, 84, 85, and 88 (hereinafter "Inapplicable Provisions").

The parties further acknowledge that the following CALNET 2 provisions represent unique obligations that AT&T agreed to with respect to the State of California, but which obligations do not apply, except to the degree expressly set forth below, to Customer or any non-state agency purchasing under CALNET 2. The following Sections also represent "Inapplicable Provisions": Section 15.e (AT&T warrants that CALNET 2 provided equipment, networks and software will successfully interface with industry standard Customer systems and applications); Section 23.a (AT&T's limitation of liability for the period subsequent to January 29, 2014 shall be limited, on a per claim or aggregate basis during any 12 month period, to an amount equal to the total net charges incurred by Customer for the affected Service during the six months preceding the month in which the claim arose); Section 33 (AT&T agrees to allow Customer audit rights consistent with industry standards; Section 34.b (ii and iii) (AT&T will work with Customer consistent with each subsection but can only commit to meet and confer within a reasonable time period rather than the referenced five day period), Section 61 (AT&T's obligation to remit an Administrative Fee to the State of California ends with the expiration of CALNET 2 – the charges billed Customer by AT&T pre-CALNET 2 expiration and post-CALNET 2 expiration will remain the same); Section 72 (AT&T to provide Individual Price Reductions (IPR); Section 76 (AT&T will establish reasonable Transition-In Plan to accomplish a smooth transition); Section 77 (AT&T will establish reasonable Transition-Out Plan to accomplish a smooth transition); and Section 82 (AT&T may hire subcontractors without Customer's consent [sentences 1, 2, 4 and 5], however all other provisions of this subsection [sentences 3, 6, 7, 8 and 9] shall be applicable to Customer).

For purposes of this Agreement, except as specifically clarified above, the Inapplicable Provisions do not apply to the provision of Service for the period subsequent to January 29, 2014. For purposes of this Agreement, except for the Inapplicable Provisions, all references to the State in CALNET 2 shall mean Customer and Customer shall have all the rights and remedies available to the State under the CALNET 2. All references to State managers or State departments will be construed to refer to the comparable Customer manager or Customer department as appropriate and applicable.

- (e) AT&T agrees to have its respective affiliates, including the SBC Global Services, Inc. dba AT&T Global Services, the AT&T affiliate that signed the CALNET 2 Contract and Schedule No. 1, comply with the terms of this Agreement.
- (f) Notwithstanding the Term set forth above, and unless applicable law or regulation mandates otherwise, AT&T may discontinue providing a Service upon 12 months' notice, or a Service Component upon 120 days' notice, but only where AT&T generally discontinues providing the Service or Service Component to similarly-situated customers.
- (g) In the event the State of California and AT&T enter into a serving arrangement that replaces services being provided under CALNET 2 and that is available to non-state public entities ("New AT&T/State Serving Arrangement"), Customer will have the option to migrate services provided under this Agreement to the New AT&T/State Serving Arrangement with no penalty under the following conditions: (i) Customer's term commitment under the New AT&T/State Serving Arrangement will match the longer of the remaining term under this Agreement at the time of migration or any term commitment required under the New AT&T/State Serving Arrangement; (ii) in the event of an early termination by Customer after migration to the New AT&T/State Serving Arrangement, the relevant terms and conditions under CALNET 2 Contract, Schedule No. 1 and subsection (c) above shall define the parties' rights and obligations for early termination charges; and (iii) if Customer elects to migrate any service from this Agreement to the New AT&T/State Serving Arrangement, Customer will be required to migrate all services provided under this Agreement to the New AT&T/State Serving Arrangement to the extent the New AT&T/State Serving Arrangement offers the same service or similar functionality. Revised documentation may be required to transition Customer to the New AT&T/State Serving Arrangement.

Customer (by its authorized representative)	AT&T (by its authorized representative)
By: 	By:
Name: Scott Lehr	Name:
Title: Superintendent	Title:
Date: 2-20-2013	Date:

**SCHEDULE NO. 1 TO THE AGREEMENT BETWEEN AT&T CORP. AND**

**Center Unified School District**



## E-rate Rider

### ATTACHMENT TO Cover Agreement ("Agreement") FOR SERVICES AND/OR PRODUCTS SUBJECT TO UNIVERSAL SERVICES ("E-RATE") FUNDING

This Attachment ("Attachment"), entered into by AT&T Corp ("AT&T") and Center Unified School District ("Customer") and effective as of the date last signed below ("Effective Date"), is an attachment to the Agreement. This Attachment shall have the same term as the Agreement. If there are any inconsistencies between the Agreement and this Attachment with respect to the Service for which E-rate funding is sought, the terms and conditions of this Attachment shall control.

### TERMS AND CONDITIONS APPLICABLE TO E-RATE FUNDED PRODUCTS AND SERVICES

Customer may seek funding through the Federal Universal Service Fund program known as "E-Rate" for some or all of the Services or Service Components purchased under the Agreement. E-Rate is administered by the Schools and Libraries Division ("SLD") of the Universal Service Fund Administrative Company ("USAC") (Sometimes collectively or individually referred to herein as "USAC/SLD"). The Federal Communications Commission ("FCC") has promulgated regulations that govern the participation in the E-Rate program. Both Parties agree to adhere to FCC regulations as well as the rules established by SLD and USAC regarding participation in the E-Rate program. The Parties further agree:

1. Reimbursement of USAC/SLD. If USAC/SLD seeks reimbursement from AT&T of E-Rate funds as a result of Customer's failure to comply with the E-Rate rules or regulations, including Customer delays in submitting required forms or contracts; or, if USAC/SLD determines that Services which it had previously approved for discounts are not eligible and funds must be returned (a "ComAd") (other than as the result of AT&T's failure to comply with the E-Rate requirements), then Customer shall reimburse AT&T for any such funds AT&T must return to USAC/SLD within ninety (90) days of notice from USAC/SLD seeking reimbursement. In addition, Customer agrees and acknowledges that a determination of ineligibility does not affect the obligations set forth in the Agreement, including those obligations related to payments and early termination fees.
2. Eligibility of Products and Services. The eligibility or ineligibility of products or services for E-Rate funding is solely the responsibility of the USAC/SLD and/or the FCC. AT&T makes no representations or warranties regarding such eligibility.
3. Service Substitutions. Customer acknowledges that USAC/SLD funding commitments are based upon the products, services and locations set forth in the Form 471 and that any modification to the products and services and/or the locations at which the products or services are to be installed and/or provided, requires Customer to file a service substitution with USAC/SLD, seeking permission to receive alternative service or receive the service to an alternative location. If Customer intends to make any such service substitutions, then Customer agrees to pursue them, and file any and all requisite documentation, diligently. AT&T will provide Services and Service Components only as approved by the SLD and may suspend activities pending approval of service substitution requests.
4. Requested Information. If requested, Customer will promptly provide AT&T with final copies of the following E-Rate-related materials (including all attachments) prepared by or for Customer: (i) Form 471 and Item 21 Attachment; if appropriate, (ii) Form 486; (iii) Form 500; (iv) Service Substitution Request; (v) Service Certification Form; and, (vi) Form 472-BEAR. If the Customer issues purchase orders, Customer shall clearly delineate between eligible and non-eligible Services on those orders.
5. Representations, Warranties and Indemnities. Each Party represents and warrants that it has and will comply with all laws and the requirements applicable to the E-Rate Program. In addition to any indemnification obligations set forth in the Agreement and to the extent permitted by law, each Party agrees to indemnify and hold harmless the other Party (its employees, officers, directors and agents, and its parents and affiliates under common control) from and against all third party claims (including FCC or USAC/SLD claims) and related loss, liability, damage and expense (including reasonable attorney's fees) arising out of the Indemnifying Party's violation of the E-Rate Requirements or breach of the representations, warranties, and terms contained in this Attachment.



## E-rate Rider

6. Non-Appropriations. By executing the Agreement, Customer warrants that Customer has funds appropriated and available to pay all amounts due hereunder through the end of Customer's current fiscal period. Customer further agrees to request all appropriations and funding necessary to pay for the Services for each subsequent fiscal period through the end of the Agreement Term. In the event Customer is unable to obtain the necessary appropriations or funding for the Services provided under this Attachment, Customer may terminate the Services without liability for the termination charges upon the following conditions: (i) Customer has taken all actions necessary to obtain adequate appropriations or funding; (ii) despite Customer's best efforts funds have not been appropriated and are otherwise unavailable to pay for the Services; and (iii) Customer has negotiated in good faith with AT&T to develop revised terms, an alternative payment schedule or a new agreement to accommodate Customer's budget. Customer must provide AT&T thirty (30) days' written notice of its intent to terminate the Services. Termination of the Services for failure to obtain necessary appropriations or funding shall be effective as of the last day for which funds were appropriated or otherwise made available. If Customer terminates the Services under this Attachment, Customer agrees as follows: (i) it will pay all amounts due for Services incurred through date of termination, and reimburse all unrecovered non-recurring charges; and (ii) it will not contract with any other provider for the same or substantially similar services or equipment for a period equal to the original Agreement Term.

### Customer Must Choose A or B

A.) ☒ [OPTION "A" IS AVAILABLE FOR NEW OR EXISTING SERVICES]

**CUSTOMER DIRECTS AT&T TO COMMENCE OR CONTINUE SERVICES EVEN IF FUNDING COMMITMENT DECISION LETTER ("FCDL") HAS NOT BEEN RECEIVED FROM USAC/SLD. CUSTOMER ACKNOWLEDGES ITS OBLIGATION TO PAY FOR THE SERVICE IF FUNDING IS DENIED OR USAC/SLD COMMITMENT IS NOT RECEIVED.**

1. Scope: Customer desires that Services commence on or about January 30, 2014. Customer intends to seek funding from the USAC/SLD, but acknowledges that it may not receive an FCDL prior to this date and that it is possible that USAC/SLD may not approve funding or may delay its decision.

2. Funding Denial Agreement Termination: CUSTOMER ACKNOWLEDGES THAT THERE IS NO RIGHT TO TERMINATE THE SERVICES OR SERVICE COMPONENTS MADE THE BASIS OF THIS ATTACHMENT IF E-RATE FUNDING IS DELAYED OR DENIED.

Customer should refer to the E-Rate Rules and Regulations regarding USAC/SLD payments for eligible services delivered after the beginning of the E-Rate year (July 1st) but before receipt of an FCDL.

B.) ☐ [OPTION "B" IS APPROPRIATE FOR NEW SERVICES]

**SERVICES WILL NOT COMMENCE AND/OR EQUIPMENT WILL NOT SHIP UNTIL AT&T RECEIVES NOTIFICATION THAT E-RATE FUNDS HAVE BEEN COMMITTED; IF E-RATE FUNDING FOR SERVICES AND/OR EQUIPMENT IS DENIED, AGREEMENT WILL TERMINATE AS TO THOSE SERVICES AND/OR EQUIPMENT UNLESS AND UNTIL A NEW ATTACHMENT (REPLACING THIS ATTACHMENT) IS EXECUTED.**

1. Scope: Customer agrees to use best efforts to obtain funding from the USAC/SLD AT&T will not begin work related to the Services and/or equipment (including, without limitation, construction, installation or activation activities) until after AT&T receives Customer notification to proceed with the order, and verification of funding approval, and, for Internal Connections (IC), a verification of Form 488 approval by the USAC/SLD. AT&T will commence Service(s) as soon as is practical following the receipt of the appropriate documentation.

2. Funding Denial Agreement Termination: if a funding request is denied by the USAC/SLD, the Agreement, with respect to such Service(s) and/or equipment, shall terminate sixty (60) days from the date of the FCDL in which E-Rate funding is denied or on the 30<sup>th</sup> day following the final appeal of such denial, and Customer will not incur termination liability. In the event Services and/or equipment are to be provided pursuant to a multi-year arrangement (whether by contract or tariff), this termination right applies only to the first year of the multi-year agreement.



## E-rate Rider

3. IF CUSTOMER WISHES TO CHANGE ITS SELECTION AND WISHES AT&T TO COMMENCE SERVICES REGARDLESS OF FUNDING COMMITMENT FROM THE USAC/SLD, CUSTOMER WILL EXECUTE A NEW (REPLACEMENT) ATTACHMENT, AND AGREE TO THE TERMS SET FORTH IN "A" ABOVE. Upon execution of the Replacement Attachment, the Parties will mutually agree upon a Service Commencement Date.

This provision does not apply to Services that were initially approved for funding and subsequently deemed Ineligible by USAC/SLD after commencement of Service





## E-rate Rider

Customer acknowledges its obligation to designate the method by which it will receive E-Rate discounts. With respect to each discount method, Customer agrees as follows:

Billed Entity Application Reimbursement ("BEAR") – Form 472:

Customer agrees to submit to AT&T complete and accurate BEAR – Form 472 requests for certification at least five (5) business days prior to the FCC Invoice Deadline date for the Funding Request Number(s) ("FRN") being submitted on that Form 472. AT&T cannot ensure that the Form 472 will be reviewed prior to the deadline if not received at least five (5) business days prior. Upon receipt of USAC/SLD check in the amount of the certified Form 472, AT&T will remit payment to Customer within twenty (20) business days after receipt of payment from USAC/SLD. It is solely Customer's responsibility to ensure the accuracy of this submission and the amounts sought to be recovered through the E-Rate program.

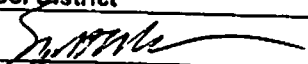
Service Provider Invoice form - ("SPI") – Form 474:

After AT&T has received notification of approved funding, an approved Form 486, and Customer has confirmed the appropriate Billed Accounts to be discounted per Funding Request Number, AT&T will then provide E-rate program discounts and will file a Form 474 SPI. Customer agrees to promptly submit any AT&T or USAC/SLD Forms needed to support requests for payment of Services rendered. In the event SLD denies payment, Customer will be responsible for repayment of all funds provided to Customer by AT&T associated with this process.

**FCC RULES REQUIRE THAT PRIOR TO SUBMISSION OF A FORM 471 APPLICATION FOR FUNDING THE PARTIES MUST HAVE ENTERED INTO A BINDING CONTRACT FOR THE SERVICES MADE THE SUBJECT OF THE APPLICATION. IT IS THE CUSTOMER'S RESPONSIBILITY TO ENSURE THAT STATE LAW REQUIREMENTS FOR A BINDING CONTRACT HAVE BEEN MET PRIOR TO THE SUBMISSION OF A FORM 471.**

☐ THIS ATTACHMENT REPLACES THE E-RATE RIDER ATTACHMENT BETWEEN THE PARTIES DATED

SO AGREED by the Parties' respective authorized signatories:

Center Unified School District	AT&T Corp ("AT&T")
Customer Signature: 	AT&T Signature:
Print Name: Scott Lehr	Print Name:
Title: Superintendent	Title:
Date:	Date:

*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**To:** Board of Trustees

**Action Item**   X  

**Date:** March 20, 2013

**Information Item**       

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

**# Attached Pages**       

**Assist. Supt. Initials:**   CD  

**SUBJECT:** RFP #2013-101 AT&T to  
Provide Telecommunication Service -  
Long Distance Service

Telecommunications bids were accepted and opened on January 25, 2013, for long distance service to Center Joint Unified School District. Of the two companies that turned in bids, AT&T was awarded the contract since, having lost the local RFP, SureWest could no longer provide long distance service.

**RECOMMENDATION:** That the Board of Trustees approves the Telecommunication Services Contract By and Between AT&T and Center Joint Unified School District.

**CONSENT AGENDA**



## AGREEMENT

Customer	AT&T
Center Unified School District Street Address: 8408 Watt Ave. City: Antelope State/Province: CA Zip Code: 95843 Country: USA	AT&T Corp.
Customer Contact (for notices)	AT&T Contact (for notices)
Name: Scott Lehr Title: Superintendent Street Address: 8408 Watt Ave. City: Antelope State/Province: CA Zip Code: 95843 Country: USA Telephone: 916-338-6409 Fax: 916-338-6411 Email: superintendent@centerusd.org	Street Address: 2700 Watt Avenue Room 3349 City: Sacramento State/Province: CA Zip Code: 95821 Country: USA  With a copy to: AT&T Corp. One AT&T Way Bedminster, NJ 07921-0752 ATTN: Master Agreement Support Team Email: mast@att.com

This Agreement ("Agreement"), between the customer named above ("Customer") and the AT&T entity named above ("AT&T"), is effective when signed by both Customer and AT&T (the "Effective Date").

The parties understand and acknowledge that the California Integrated Information Network Contract MSA 2 between AT&T and the State of California expires on January 29, 2014 ("CALNET 2"). Pursuant to California Government Code Section 11541, Customer is eligible to obtain services under CALNET 2 and currently receives service(s) under CALNET 2 (the "CALNET 2 Services") pursuant to the CALNET 2 Authorization(s) to Order ("CALNET 2 ATO") attached hereto as Schedule No. 1.

The parties further understand and acknowledge that the upcoming E-Rate year begins on July 1, 2013 and ends on June 30, 2014. In order to ensure continuity of service(s) for the Customer throughout the upcoming E-Rate year and the remainder, if any, of the Customer's requested term, AT&T and the Customer agree as follows:

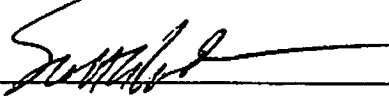
- (a) For the period July 1, 2013 through January 29, 2014, AT&T shall continue to provide the CALNET 2 Services solely pursuant to the terms and conditions contained in Customer's existing CALNET 2 ATO(s) attached hereto as Schedule No. 1.
- (b) Beginning January 30, 2014, AT&T agrees to continue providing the Services that Customer was receiving under CALNET 2 as of January 29, 2014 pursuant to the terms of this Agreement. Services under this Agreement shall extend through June 30, 2018 ("Term"). AT&T agrees to provision Service under this Agreement by honoring the rates and relevant terms and conditions from CALNET 2 as defined herein, including all additional terms set forth in the CALNET 2 ATOs attached hereto as Schedule No. 1.
- (c) Customer agrees to procure the Services that Customer was receiving under CALNET 2 as of January 29, 2014 for the entire Term of this Agreement. In the event of an early termination by Customer, the relevant terms and conditions contained in the CALNET 2 Contract and the CALNET 2 ATOs for an early termination shall define the parties' rights and obligations; provided that the following language shall take precedence over Section 4 of the CALNET 2 ATOs:  
"If Non-State Agency elects to terminate Service prior to completion of the Term, a termination charge may apply. The termination charge may not exceed sixty-five percent (65%) of the Non-State Agency's average monthly bill for the disconnected Service(s) multiplied by the number of full months remaining in the Term."

- (d) The parties acknowledge that the following CALNET 2 provisions grant the State of California certain administrative and oversight rights and responsibilities under CALNET 2 that do not apply to Customer, or any users of the Services being obtained by Customer or any non-state agency purchasing under CALNET 2. To the extent that any such Section identified below also contains a specific service obligation on the part of AT&T, AT&T will comply with that service obligation in provisioning relevant Service(s) under CALNET 2 to Customer. For example, Section 28 deals with Contract Modifications. The negotiation of new contract provisions is an administrative/oversight function that applies solely to the State. To the extent, however, that CALNET 2 is modified pursuant to Section 28, any change that affects CALNET 2 Services will apply to Services that Customer receives under CALNET 2. The Sections granting the State exclusive administrative and oversight rights are as follows: 2.a & c, 9, 13, 19, 28, 34.a, 50, 52.b – f, 57, 60, 61, 66, 68, 69, 70, 78, 80, 83, 84, 85, and 88 (hereinafter "Inapplicable Provisions").

The parties further acknowledge that the following CALNET 2 provisions represent unique obligations that AT&T agreed to with respect to the State of California, but which obligations do not apply, except to the degree expressly set forth below, to Customer or any non-state agency purchasing under CALNET 2. The following Sections also represent "Inapplicable Provisions": Section 15.e (AT&T warrants that CALNET 2 provided equipment, networks and software will successfully interface with industry standard Customer systems and applications); Section 23.a (AT&T's limitation of liability for the period subsequent to January 29, 2014 shall be limited, on a per claim or aggregate basis during any 12 month period, to an amount equal to the total net charges incurred by Customer for the affected Service during the six months preceding the month in which the claim arose); Section 33 (AT&T agrees to allow Customer audit rights consistent with industry standards; Section 34.b (ii and iii) (AT&T will work with Customer consistent with each subsection but can only commit to meet and confer within a reasonable time period rather than the referenced five day period); Section 61 (AT&T's obligation to remit an Administrative Fee to the State of California ends with the expiration of CALNET 2 – the charges billed Customer by AT&T pre-CALNET 2 expiration and post-CALNET 2 expiration will remain the same); Section 72 (AT&T to provide Individual Price Reductions (IPR); Section 76 (AT&T will establish reasonable Transition-In Plan to accomplish a smooth transition); Section 77 (AT&T will establish reasonable Transition-Out Plan to accomplish a smooth transition); and Section 82 (AT&T may hire subcontractors without Customer's consent [sentences 1, 2, 4 and 5], however all other provisions of this subsection [sentences 3, 6, 7, 8 and 9] shall be applicable to Customer).

For purposes of this Agreement, except as specifically clarified above, the Inapplicable Provisions do not apply to the provision of Service for the period subsequent to January 29, 2014. For purposes of this Agreement, except for the Inapplicable Provisions, all references to the State in CALNET 2 shall mean Customer and Customer shall have all the rights and remedies available to the State under the CALNET 2. All references to State managers or State departments will be construed to refer to the comparable Customer manager or Customer department as appropriate and applicable.

- (e) AT&T agrees to have its respective affiliates, including the SBC Global Services, Inc. dba AT&T Global Services, the AT&T affiliate that signed the CALNET 2 Contract and Schedule No. 1, comply with the terms of this Agreement.
- (f) Notwithstanding the Term set forth above, and unless applicable law or regulation mandates otherwise, AT&T may discontinue providing a Service upon 12 months' notice, or a Service Component upon 120 days' notice, but only where AT&T generally discontinues providing the Service or Service Component to similarly-situated customers.
- (g) In the event the State of California and AT&T enter into a serving arrangement that replaces services being provided under CALNET 2 and that is available to non-state public entities ("New AT&T/State Serving Arrangement"), Customer will have the option to migrate services provided under this Agreement to the New AT&T/State Serving Arrangement with no penalty under the following conditions: (i) Customer's term under this Agreement at the time of migration or any term commitment required under the New AT&T/State Serving Arrangement; (ii) In the event of an early termination by Customer after migration to the New AT&T/State Serving Arrangement, the relevant terms and conditions under CALNET 2 Contract, Schedule No. 1, and subsection (c) above shall define the parties' rights and obligations for early termination charges; and (iii) if Customer elects to migrate any service from this Agreement to the New AT&T/State Serving Arrangement, Customer will be required to migrate all services provided under this Agreement to the New AT&T/State Serving Arrangement to the extent the New AT&T/State Serving Arrangement offers the same service or similar functionality. Revised documentation may be required to transition Customer to the New AT&T/State Serving Arrangement.

Customer (by its authorized representative)	AT&T (by its authorized representative)
By: 	By:
Name: Scott Lehr	Name:
Title: Superintendent	Title:
Date: 2-20-2013	Date:

**SCHEDULE NO. 1 TO THE AGREEMENT BETWEEN AT&T CORP. AND**

Center Unified School District



## E-rate Rider

### ATTACHMENT TO Cover Agreement ("Agreement") FOR SERVICES AND/OR PRODUCTS SUBJECT TO UNIVERSAL SERVICES ("E-RATE") FUNDING

This Attachment ("Attachment"), entered into by AT&T Corp ("AT&T") and Center Unified School District ("Customer") and effective as of the date last signed below ("Effective Date"), is an attachment to the Agreement. This Attachment shall have the same term as the Agreement. If there are any inconsistencies between the Agreement and this Attachment with respect to the Service for which E-rate funding is sought, the terms and conditions of this Attachment shall control.

### TERMS AND CONDITIONS APPLICABLE TO E-RATE FUNDED PRODUCTS AND SERVICES

Customer may seek funding through the Federal Universal Service Fund program known as "E-Rate" for some or all of the Services or Service Components purchased under the Agreement. E-Rate is administered by the Schools and Libraries Division ("SLD") of the Universal Service Fund Administrative Company ("USAC") (Sometimes collectively or individually referred to herein as "USAC/SLD"). The Federal Communications Commission ("FCC") has promulgated regulations that govern the participation in the E-Rate program. Both Parties agree to adhere to FCC regulations as well as the rules established by SLD and USAC regarding participation in the E-Rate program. The Parties further agree:

1. Reimbursement of USAC/SLD. If USAC/SLD seeks reimbursement from AT&T of E-Rate funds as a result of Customer's failure to comply with the E-Rate rules or regulations, including Customer delays in submitting required forms or contracts; or, if USAC/SLD determines that Services which it had previously approved for discounts are not eligible and funds must be returned (a "ComAd") (other than as the result of AT&T's failure to comply with the E-Rate requirements), then Customer shall reimburse AT&T for any such funds AT&T must return to USAC/SLD within ninety (90) days of notice from USAC/SLD seeking reimbursement. In addition, Customer agrees and acknowledges that a determination of ineligibility does not affect the obligations set forth in the Agreement, including those obligations related to payments and early termination fees.
2. Eligibility of Products and Services. The eligibility or ineligibility of products or services for E-Rate funding is solely the responsibility of the USAC/SLD and/or the FCC. AT&T makes no representations or warranties regarding such eligibility.
3. Service Substitutions. Customer acknowledges that USAC/SLD funding commitments are based upon the products, services and locations set forth in the Form 471 and that any modification to the products and services and/or the locations at which the products or services are to be installed and/or provided, requires Customer to file a service substitution with USAC/SLD, seeking permission to receive alternative service or receive the service to an alternative location. If Customer intends to make any such service substitutions, then Customer agrees to pursue them, and file any and all requisite documentation, diligently. AT&T will provide Services and Service Components only as approved by the SLD and may suspend activities pending approval of service substitution requests.
4. Requested Information. If requested, Customer will promptly provide AT&T with final copies of the following E-Rate-related materials (including all attachments) prepared by or for Customer: (i) Form 471 and Item 21 Attachment; if appropriate, (ii) Form 486; (iii) Form 500; (iv) Service Substitution Request; (v) Service Certification Form; and, (vi) Form 472-BEAR. If the Customer issues purchase orders, Customer shall clearly delineate between eligible and non-eligible Services on those orders.
5. Representations, Warranties and Indemnities. Each Party represents and warrants that it has and will comply with all laws and the requirements applicable to the E-Rate Program. In addition to any indemnification obligations set forth in the Agreement and to the extent permitted by law, each Party agrees to indemnify and hold harmless the other Party (its employees, officers, directors and agents, and its parents and affiliates under common control) from and against all third party claims (including FCC or USAC/SLD claims) and related loss, liability, damage and expense (including reasonable attorney's fees) arising out of the indemnifying Party's violation of the E-Rate Requirements or breach of the representations, warranties, and terms contained in this Attachment.



## E-rate Rider

6. Non-Appropriations. By executing the Agreement, Customer warrants that Customer has funds appropriated and available to pay all amounts due hereunder through the end of Customer's current fiscal period. Customer further agrees to request all appropriations and funding necessary to pay for the Services for each subsequent fiscal period through the end of the Agreement Term. In the event Customer is unable to obtain the necessary appropriations or funding for the Services provided under this Attachment, Customer may terminate the Services without liability for the termination charges upon the following conditions: (i) Customer has taken all actions necessary to obtain adequate appropriations or funding; (ii) despite Customer's best efforts funds have not been appropriated and are otherwise unavailable to pay for the Services; and (iii) Customer has negotiated in good faith with AT&T to develop revised terms, an alternative payment schedule or a new agreement to accommodate Customer's budget. Customer must provide AT&T thirty (30) days' written notice of its intent to terminate the Services. Termination of the Services for failure to obtain necessary appropriations or funding shall be effective as of the last day for which funds were appropriated or otherwise made available. If Customer terminates the Services under this Attachment, Customer agrees as follows: (I) it will pay all amounts due for Services incurred through date of termination, and reimburse all unrecovered non-recurring charges; and (II) it will not contract with any other provider for the same or substantially similar services or equipment for a period equal to the original Agreement Term.

### Customer Must Choose A or B

#### A.) ☒ [OPTION "A" IS AVAILABLE FOR NEW OR EXISTING SERVICES]

**CUSTOMER DIRECTS AT&T TO COMMENCE OR CONTINUE SERVICES EVEN IF FUNDING COMMITMENT DECISION LETTER ("FCDL") HAS NOT BEEN RECEIVED FROM USAC/SLD. CUSTOMER ACKNOWLEDGES ITS OBLIGATION TO PAY FOR THE SERVICE IF FUNDING IS DENIED OR USAC/SLD COMMITMENT IS NOT RECEIVED.**

1. Scope: Customer desires that Services commence on or about January 30, 2014. Customer intends to seek funding from the USAC/SLD, but acknowledges that it may not receive an FCDL prior to this date and that it is possible that USAC/SLD may not approve funding or may delay its decision.

2. Funding Denial Agreement Termination: CUSTOMER ACKNOWLEDGES THAT THERE IS NO RIGHT TO TERMINATE THE SERVICES OR SERVICE COMPONENTS MADE THE BASIS OF THIS ATTACHMENT IF E-RATE FUNDING IS DELAYED OR DENIED.

Customer should refer to the E-Rate Rules and Regulations regarding USAC/SLD payments for eligible services delivered after the beginning of the E-Rate year (July 1st) but before receipt of an FCDL.

#### B.) ☐ [OPTION "B" IS APPROPRIATE FOR NEW SERVICES]

**SERVICES WILL NOT COMMENCE AND/OR EQUIPMENT WILL NOT SHIP UNTIL AT&T RECEIVES NOTIFICATION THAT E-RATE FUNDS HAVE BEEN COMMITTED; IF E-RATE FUNDING FOR SERVICES AND/OR EQUIPMENT IS DENIED, AGREEMENT WILL TERMINATE AS TO THOSE SERVICES AND/OR EQUIPMENT UNLESS AND UNTIL A NEW ATTACHMENT (REPLACING THIS ATTACHMENT) IS EXECUTED.**

1. Scope: Customer agrees to use best efforts to obtain funding from the USAC/SLD. AT&T will not begin work related to the Services and/or equipment (including, without limitation, construction, installation or activation activities) until after AT&T receives Customer notification to proceed with the order, and verification of funding approval, and, for Internal Connections (IC), a verification of Form 486 approval by the USAC/SLD. AT&T will commence Service(s) as soon as is practical following the receipt of the appropriate documentation.

2. Funding Denial Agreement Termination: if a funding request is denied by the USAC/SLD, the Agreement, with respect to such Service(s) and/or equipment, shall terminate sixty (60) days from the date of the FCDL in which E-Rate funding is denied or on the 30<sup>th</sup> day following the final appeal of such denial, and Customer will not incur termination liability. In the event Services and/or equipment are to be provided pursuant to a multi-year arrangement (whether by contract or tariff), this termination right applies only to the first year of the multi-year agreement.





## E-rate Rider

3. IF CUSTOMER WISHES TO CHANGE ITS SELECTION AND WISHES AT&T TO COMMENCE SERVICES REGARDLESS OF FUNDING COMMITMENT FROM THE USAC/SLD, CUSTOMER WILL EXECUTE A NEW (REPLACEMENT) ATTACHMENT, AND AGREE TO THE TERMS SET FORTH IN "A" ABOVE. Upon execution of the Replacement Attachment, the Parties will mutually agree upon a Service Commencement Date.

This provision does not apply to Services that were initially approved for funding and subsequently deemed ineligible by USAC/SLD after commencement of Service



## E-rate Rider

Customer acknowledges its obligation to designate the method by which it will receive E-Rate discounts. With respect to each discount method, Customer agrees as follows:

### Billed Entity Application Reimbursement ("BEAR") – Form 472:

Customer agrees to submit to AT&T complete and accurate BEAR – Form 472 requests for certification at least five (5) business days prior to the FCC Invoice Deadline date for the Funding Request Number(s) ("FRN") being submitted on that Form 472. AT&T cannot ensure that the Form 472 will be reviewed prior to the deadline if not received at least five (5) business days prior. Upon receipt of USAC/SLD check in the amount of the certified Form 472, AT&T will remit payment to Customer within twenty (20) business days after receipt of payment from USAC/SLD. It is solely Customer's responsibility to ensure the accuracy of this submission and the amounts sought to be recovered through the E-Rate program.


### Service Provider Invoice form - ("SPI") – Form 474:

After AT&T has received notification of approved funding, an approved Form 486, and Customer has confirmed the appropriate Billed Accounts to be discounted per Funding Request Number, AT&T will then provide E-rate program discounts and will file a Form 474 SPI. Customer agrees to promptly submit any AT&T or USAC/SLD Forms needed to support requests for payment of Services rendered. In the event SLD denies payment, Customer will be responsible for repayment of all funds provided to Customer by AT&T associated with this process.

**FCC RULES REQUIRE THAT PRIOR TO SUBMISSION OF A FORM 471 APPLICATION FOR FUNDING THE PARTIES MUST HAVE ENTERED INTO A BINDING CONTRACT FOR THE SERVICES MADE THE SUBJECT OF THE APPLICATION. IT IS THE CUSTOMER'S RESPONSIBILITY TO ENSURE THAT STATE LAW REQUIREMENTS FOR A BINDING CONTRACT HAVE BEEN MET PRIOR TO THE SUBMISSION OF A FORM 471.**

☐ THIS ATTACHMENT REPLACES THE E-RATE RIDER ATTACHMENT BETWEEN THE PARTIES DATED

SO AGREED by the Parties' respective authorized signatories:

Center Unified School District	AT&T Corp ("AT&T")
Customer Signature: 	AT&T Signature:
Print Name: Scott Lehr	Print Name:
Title: Superintendent	Title:
Date:	Date:

*Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**To:** Board of Trustees

**Action Item**   X  

**Date:** March 20, 2013

**Information Item**       

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

**# Attached Pages**   6  

**Assist. Supt. Initials:**   CD  

**SUBJECT:** Contract with Nor Cal Asphalt Paving & Maintenance, Inc.  
for Dudley Parking Lot Paving Repair Project

The Facilities and Operations Department would like to enter into a contract with Nor Cal Asphalt Paving & Maintenance, Inc., the low bidder, for repairing the parking lot pavement at Dudley Elementary School. This project will be paid by bond funds.

**RECOMMENDATION:** That the Board of Trustees approves the contract with Nor Cal Asphalt Paving & Maintenance, Inc. to repair the parking lot pavement at Dudley Elementary School.

**CONSENT AGENDA**

SECTION 00210 - PROPOSAL FORM

PROPOSAL FOR:

Center Joint Unified School District  
Dudley Parking Lot Paving Repair Project

TO: Center Joint Unified School District  
8408 Watt Ave., Antelope, CA 95843-9116

COVERING BID PACKAGE: #13-01 - Dudley Parking Lot Paving Repair Project

SUBMITTED BY: NORCAL ASPHALT PAVING & MAINTENANCE, INC  
Name of Bidder  
2711 SOUTHCREEK DR, LINCOLN CA 95648.  
Address  
T: 916-641-7283 // FAX: 916-773-7051  
Phone #/Fax #:

Bidder represents and warrants it is licensed in accordance with the Contractors State License Board Description of Classifications. A copy of this document may be obtained from the Contractors State License Board, P.O. Box 26000, 9835 Goethe Road, Sacramento, CA 95826.

License number: 863765. License type: A. License expiration date: 9/30/2013.

Bidder:

On behalf of Bidder, the undersigned represents that Bidder's authorized representative attended the full duration of the Pre-Bid Conference, and that Bidder has carefully examined the site, the proposed Contract Documents consisting of Drawings, Project Manual, Agreement For Construction, General Conditions, Special Provisions, Exhibits, Technical Specifications, Bonds, Hazardous Materials Requirements, including any and all Addenda prepared by the Civil Engineer pertinent to the construction of the above referenced Project and further, being familiar with all other conditions affecting the Work, Bidder proposes and agrees to furnish and provide all labor, materials, supervision, transportation, tools, equipment, services and other facilities necessary and required for the expeditious completion of the Work included in the Bid Package indicated above, in strict conformity with said conditions and Contract Documents.

Bidder has reviewed the Work outlined in the Bid Package and fully understands the Scope of Work required in this Proposal, and acknowledges that its Proposal includes the Work of all trades within the Bid Package covered in the Proposal, understands the Construction Management function as described in the Contract Documents and that each Bidder who is awarded a Contract shall be in fact a Prime Contractor to the District and agrees that its Proposal, if accepted by the District will be the basis for a contract with the District to enter into such a contract in accordance with the intent of the Contract Documents.

Bidder agrees to complete the Work required within the Bid Package within the time indicated in Special Provisions Section 00800, Article 3, subject to liquidated damages as specified in Special Provisions Section 00800, Article 3.

The undersigned has the authority to so bind the Bidder to these representations and agreements.

[Signature] 3/13/2013  
Signed Date

Affix Corporate Seal Here

JASON E. SMITH  
Print Name

PRESIDENT  
Title

1 Enclosed is a certified check, cashier's check, or bid bond for ten percent (10%) of the amount of the Base Bid  
2 including additive Alternates, made payable to the District to be left in escrow with the District as a guarantee that  
3 Bidder will enter into a contract and will furnish specified insurance and bonds. It is understood that refusal to do so  
4 will result in the forfeiture of this guarantee as liquidated damages. If agreements and bonds are not executed, or if  
5 this Proposal is not accepted within the time set for expiration of bids (refer to Instructions to Bidders Section 00100),  
6 or any extension thereof the check or bid bond shall be returned.  
7

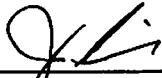
8 Bidder has notified the District of any discrepancies, ambiguities, inconsistencies, errors or omissions in the Bidding  
9 Documents, Contract Documents, applicable Federal, State and local regulations or requirements, and/or of any  
10 doubt about the meaning of any of the Contract Documents, and has contacted the District before bid date to verify  
11 the issuing of any clarifying Addenda, in accordance with Article 1, Paragraph D, Section 1.02, Bidding Documents -  
12 Instructions to Bidders.  
13

14 The undersigned further acknowledges receipt of the following Addenda, which are a part of the Contract  
15 Documents:

16 *(Include All Addenda Received)*

18 NO. <u>1</u> DATE <u>03/07/2013</u>	NO. <u>NA</u> DATE <u>NA</u>
19 NO. <u>NA</u> DATE <u>NA</u>	NO. <u>  </u> DATE <u>  </u>
20 NO. <u>  </u> DATE <u>  </u>	NO. <u>  </u> DATE <u>  </u>
21 NO. <u>  </u> DATE <u>  </u>	NO. <u>  </u> DATE <u>  </u>

22  
23 The undersigned certifies that they have attended the Pre-Bid conference for this project.  
24

25   
26 \_\_\_\_\_  
27 Signed

28 JASON E. SMITH  
29 \_\_\_\_\_  
30 Print Name

31 PRESIDENT  
32 \_\_\_\_\_  
33 Title

**BID PACKAGE #13-01 – Dudley Parking Lot Paving Repair Project**

**Bid Items (Show amounts in both words and figures)**

1. Dudley Parking Lot Paving Repair Project and all associated Work, as shown and/or specified.

Lump Sum (in words): THIRTY-SEVEN THOUSAND SEVEN  
HUNDRED TWENTY-FOUR \_\_\_\_\_ Dollars

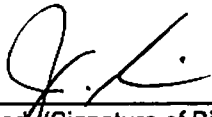
Lump Sum (in figures): \$ 37,724.00

2. Allowance for unforeseen site conditions to be used at the Owner's Discretion,  
in the amount of: \$ 5,000

**TOTAL BASE BID equals sum of Items 1 and 2 above.** The undersigned proposes to provide and construct the Work required for the above listed Bid Package in accordance with said Contract Documents for the lump sum of:

TOTAL BASE BID (in words): \$ FORTY-TWO THOUSAND SEVEN  
HUNDRED TWENTY-FOUR \_\_\_\_\_ Dollar  
s

TOTAL BASE BID (in figures): \$ 42,724.00

  
\_\_\_\_\_  
Signed (Signature of Bidder)

NORCAL ASPHALT PAVING & MAINTENANCE, INC.  
Name of Firm

1 It is understood and agreed that if written notice of the District's acceptance of this Proposal is mailed, telegraphed,  
2 or delivered to the undersigned after the opening of the bid, and within the time set in Section 00010 or at any time  
3 thereafter before this bid is withdrawn, the undersigned will execute and deliver to the District a contract in the form  
4 attached hereto in accordance with the bid as accepted, within five (5) days after receipt of notification of award, and  
5 that the Work under the contract shall be commenced by the undersigned Bidder, if awarded the contract, on the  
6 date to be stated in a Notice to Proceed issued to the Contractor and shall be completed by the Contractor in the  
7 time specified in the contract documents. In the event the Bidder to whom an award is made fails or refuses to  
8 execute the contract within five (5) days from the date of receiving notification that he is the Bidder to whom the  
9 contract is awarded, the District may declare the Bidder's bid deposit or bond forfeited as damages caused by the  
10 failure of the Bidder to enter into the Contract.

11  
12 Enclosed herewith is a listing of subcontractors and major materials suppliers in accordance with Sections 4100 to  
13 4114 of the California Public Contracts Code and the Instructions to Bidders.

14  
15 The undersigned Bidder agrees that the information and representations provided herein are made under penalty of  
16 perjury.

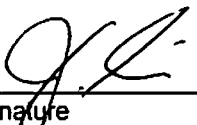
17  
18 NOTE: If Bidder is a corporation, LLC, LP, LLP or some other legal entity, the legal name of the entity shall be set  
19 forth below, together with the signatures of authorized officers or agents and the document shall bear the corporate  
20 seal; if Bidder is a partnership, the true name of the firm shall be set forth below together with the signature of the  
21 partner or partners authorized to sign contracts on behalf of the partnership; and if Bidder is an individual, its  
22 signature shall be placed below.

23  
24  
25 NAME OF BIDDER:

*Affix Corporate Seal Here*


26 JASON E. SMITH  
27 NORCAL ASPHALT PAVING MAINTENANCE, INC.  
28 A CALIFORNIA CORPORATION  
29  
30  
31

32  
33  
34 BY:

35   
36 Signature

37 PRESIDENT  
38 Title

39 JASON E. SMITH  
40 Type/Print Name

41   
42 Signature

43 VICE-PRESIDENT  
44 Title

45 JOSH CLINKENBEARD  
46 Type/Print Name

47 N/A  
48 Signature

49 N/A  
50 Title

51 N/A  
52 Type/Print Name

53 DATE: 3/13/2013

1 NON-COLLUSION AFFIDAVIT TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID

2  
3  
4 STATE OF CALIFORNIA )  
5 ) ss.  
6 County of PLACER )  
7

8  
9 I, JASON E. SMITH, declare that I am PRESIDENT of  
10 NORCAL ASPHALT & MAINTENANCE, INC. the party making the foregoing bid, that the bid is not made in  
11 the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or  
12 corporation; that the bid is genuine and not collusive or sham; that the Bidder has not directly or indirectly induced or  
13 solicited any other Bidder to put in a false or sham bid, and has not directly or indirectly colluded, conspired,  
14 connived, or agreed with any Bidder or anyone else to put in a sham bid, or that anyone shall refrain from bidding;  
15 that the Bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference  
16 with anyone to fix any overhead, profit, or cost element of the bid price, or that of any other Bidder, or to secure any  
17 advantage against the public body awarding the contract or anyone interested in the proposed contract; that all  
18 statements contained in the bid are true, and further, that the Bidder has not, directly or indirectly, submitted its bid or  
19 its bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or  
20 paid, and will not pay, any fee to any corporation, partnership, company association, organization, bid depository, or  
21 to any member or agent thereof to effectuate a collusive or sham bid.  
22

23 I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.  
24

25  
26   
27 \_\_\_\_\_  
28 Signature of Bidder

29  
30 3/13/2013  
31 \_\_\_\_\_  
32 Date

30 JASON E. SMITH  
31 \_\_\_\_\_  
32 Print Name



1 LIST OF SUBCONTRACTORS FOR NORCAL ASPHALT PAVING & MAINT., INC. (CONTRACTOR)

2  
3  
4 PROJECT: Dudley Parking Lot Paving Repair Project

5  
6 Pursuant to the provisions of Sections 4100 to 4114 inclusive, of the California Public Contract Code, and as set  
7 forth in Instructions to Bidders, and the General Conditions, the above named Contractor hereby designates below  
8 the names and locations of the place of business of each subcontractor. Please check one of the boxes and sign  
9 below:

10  
11 ☐ We are not using any Subcontractors.

12 ☒ All of these Subcontractors are performing at least 1/2 of 1% of Bidder's scope of Work, by  
13 performing the Work listed below.  
14  
15  
16

WORK TO BE PERFORMED	NAME OF SUBCONTRACTOR	PRINCIPAL LOCATION OF PLACE OF BUSINESS
GRINDING	ANPAK CORPORATION	5820 MATHEW RD. SACRAMENTO, CA
PETROMAT OVERLAY	WESTERN OIL & SPREADING.	8556 WENLAND AVE. SACRAMENTO, CA
NA	NA	NA

17  
18  
19  
20 Signed 

21  
22 END OF SECTION

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept. /Site:** Business Department

**Date:** 03/01/2013

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess

**# Attached Page**1

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

**SUBJECT:**

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

The Governing board is asked to approve the attached payroll  
Orders for July 2012 through February 2013.

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the  
District Payroll Orders for July 2012 through February 2013.

**CONSENT AGENDA**

<b>DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2013</b>
--

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 899,827.42		\$ 61,885.10	\$ 961,712.52	471
AUG	\$ 2,125,570.43	\$ 54,632.12		\$ 2,180,202.55	620
SEPT	\$ 2,084,868.00	\$ 155,472.88		\$ 2,240,340.88	647
OCT	\$ 2,088,804.59	\$ 116,748.27		\$ 2,205,552.86	654
NOV	\$ 2,071,422.44	\$ 148,056.79		\$ 2,219,479.23	665
DEC	\$ 499,232.61	\$ 118,444.28		\$ 617,676.89	218
2-Jan	\$ 1,577,140.73			\$ 1,577,140.73	240
JAN	\$ 2,089,928.59	\$ 83,053.76		\$ 2,172,982.35	637
FEB	\$ 2,073,885.08	\$ 134,757.77		\$ 2,208,642.85	671
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 15,510,679.89	\$ 811,165.87	\$ 61,885.10	\$ 16,383,730.86	4823
------------------	---------------	--------------	------------------	------

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** March 2013

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess

**# Attached Pages 45**

**SUBJECT: Supplemental Agenda – Commercial Warrant Registers**

February 7, 2013, \$216,862.17, February 19, 2013, \$340,587.48, February 28, 2013, \$240,690.27.

The commercial warrant payments to vendors totals  
\$ 798,139.89.

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

**CONSENT AGENDA**

81 CENTER UNIFIED SCHOOL DIST.  
020813

ACCOUNTS PAYABLE PRELIST

J1536 APY500 H.02.05 02/07/13 PAGE 0

Batch status: A All

From batch: 0041

To batch: 0041

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
020813

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 02/08/13  
FUND : 01 GENERAL FUND

J1536 APY500 H.02.05 02/07/13 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				
021774/00	A-M-S						
1455 PO-131216	02/08/2013	3193766-00	1 01-8150-0-4300-106-0000-8110-007-000 NN F			2,370.00	2,366.61
TOTAL PAYMENT AMOUNT						2,366.61 *	2,366.61
011802/00	A-Z BUS SALES INC.						
65 PO-130038	02/08/2013	06588	1 01-7230-0-4300-112-0000-3600-007-000 NN P			402.21	402.21
TOTAL PAYMENT AMOUNT						402.21 *	402.21
011675/00	AT&T MESSAGING						
5 PO-130007	02/08/2013	6776165 02/1-02/28/13	1 01-0000-0-5902-106-0000-8110-007-000 NN P			720.00	720.00
TOTAL PAYMENT AMOUNT						720.00 *	720.00
021604/00	ATLAS DISPOSAL INDUSTRIES						
9 PO-130010	02/08/2013	19-001-498485	1 01-0000-0-5550-106-0000-8110-007-000 NN P			168.06	168.06
9 PO-130010	02/08/2013	19-002 498935	1 01-0000-0-5550-106-0000-8110-007-000 NN P			571.12	571.12
9 PO-130010	02/08/2013	19-003 498941	1 01-0000-0-5550-106-0000-8110-007-000 NN P			500.78	500.78
9 PO-130010	02/08/2013	19-004 498940	1 01-0000-0-5550-106-0000-8110-007-000 NN P			395.22	395.22
9 PO-130010	02/08/2013	19-005 498939	1 01-0000-0-5550-106-0000-8110-007-000 NN P			242.43	242.43
9 PO-130010	02/08/2013	19-006 498942	1 01-0000-0-5550-106-0000-8110-007-000 NN P			255.33	255.33
9 PO-130010	02/08/2013	19-007 498936	1 01-0000-0-5550-106-0000-8110-007-000 NN P			1,265.03	1,265.03
9 PO-130010	02/08/2013	19-008 498938	1 01-0000-0-5550-106-0000-8110-007-000 NN P			203.88	203.88
9 PO-130010	02/08/2013	19-009-498937	1 01-0000-0-5550-106-0000-8110-007-000 NN P			791.20	791.20
TOTAL PAYMENT AMOUNT						4,393.05 *	4,393.05
010407/00	CENTER UNIFIED REVOLVING FUND	0000000000					
1467 PO-131228	02/08/2013	CEDR 4076	1 01-6500-0-5200-102-5001-2700-003-000 NN F			185.00	185.00
TOTAL PAYMENT AMOUNT						185.00 *	185.00
021051/00	CHILD ABUSE PREVENTION COUNCIL						
1052 PO-130898	02/08/2013	6857	1 01-0000-0-5800-601-1110-1000-017-093 NN F			5,576.75	5,576.75
TOTAL PAYMENT AMOUNT						5,576.75 *	5,576.75

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						
000000000	FD RESO P OBJE	SIT GOAL FUNC	RES DEP T9MP						

021464/00 CMI EDUCATION INSTITUTE INC

1266 PO-131084 02/08/2013 351414 LYONS

1 01-5640-0-5200-601-9728-3140-017-085 YN F				399.59	369.99
TOTAL PAYMENT AMOUNT		369.99 *			369.99
TOTAL USE TAX AMOUNT		29.60			

016731/00 COMMITTEE FOR CHILDREN

1331 PO-131133 02/08/2013 244967

1 01-9601-0-4300-601-1110-1000-017-000 YN F				162.00	150.00
TOTAL PAYMENT AMOUNT		150.00 *			150.00
TOTAL USE TAX AMOUNT		12.00			

015735/00      COUNTY OF SACRAMENTO

794 PO-130661 02/08/2013 17544

1 01-0000-0-5800-106-0000-8110-007-000 NN F		25.00	50.00
TOTAL PAYMENT AMOUNT		50.00 *	50.00

017368/00 DEL ORO HIGH SCHOOL

1463 PO-131230 02/08/2013 CHS 3/1  
1463 PO-131230 02/08/2013 CHS 4/19

	1 01-0000-0-5800-472-1801-1000-014-000	NN P	300.00	300.00
	1 01-0000-0-5800-472-1801-1000-014-000	NN F	250.00	250.00
TOTAL PAYMENT AMOUNT	550.00 *			550.00

015800/00 DISCOUNT SCHOOL SUPPLY

1249 PO-131047 02/08/2013 D16981610102

1 01-5640-0-4300-601-9728-1000-017-082 NN F		200.66	219.61
TOTAL PAYMENT AMOUNT	219.61 *		219.61

018355/00 FAES/NIH

117 PO-130083 02/08/2013 CS5620

1 01-0000-0-4300-472-1275-1000-014-000 YN F				120.38	113.50
TOTAL PAYMENT AMOUNT		113.50 *			113.50
TOTAL USE TAX AMOUNT		9.08			113.50

022347/00      GIVE SOMETHING BACK

1361	PO-131140	02/08/2013	IN-0063470
1361	PO-131140	02/08/2013	IN-0068366
1380	PO-131156	02/08/2013	IN-0066437
1382	PO-131158	02/08/2013	IN-0066435
1393	PO-131167	02/08/2013	IN-0066434

1	01-0000-0-4300-472-1230-1000-014-000	NN	P	127.65	127.65
1	01-0000-0-4300-472-1230-1000-014-000	NN	P	11.99	11.99
1	01-0000-0-4300-371-0000-2700-012-000	NN	F	32.07	31.92
1	01-6500-0-4300-102-5770-1110-003-000	NN	F	137.27	142.39
1	01-0000-0-4300-103-0000-2110-003-000	NN	F	98.27	98.27

81 CENTER UNIFIED SCHOOL DIST.  
020813

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 02/08/13  
FUND : 01 GENERAL FUND

J1536 APY500 H.02.05 02/07/13 PAGE 3  
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount			
					FD RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP
022347 (CONTINUED)													
1403	PO-131176	02/08/2013	IN-0066433			1	01-0000-0-4300-475-3200-1000-015-000	NN F	43.18	43.18			
1414	PO-131182	02/08/2013	IN-0067140			1	01-6500-0-4300-102-5770-1110-003-000	NN F	149.28	148.59			
1422	PO-131189	02/08/2013	IN-0067768			1	01-6500-0-4300-102-5770-1120-003-000	NN F	50.10	50.10			
TOTAL PAYMENT AMOUNT									654.09 *	654.09			
010191/00 GRAINGER W.W. INC.													
25	PO-130483	02/08/2013	9053508652			1	01-8150-0-4300-106-0000-8110-007-000	NN P	16.13	16.13			
TOTAL PAYMENT AMOUNT									16.13 *	16.13			
015040/00 GRIMES, DAVID													
1457	PO-131223	02/08/2013	REIMB			2	01-0000-0-5200-110-0000-7200-004-000	NN F	32.51	32.51			
1457	PO-131223	02/08/2013	REIMB			1	01-0000-0-5210-110-0000-7200-004-000	NN F	71.56	71.56			
TOTAL PAYMENT AMOUNT									104.07 *	104.07			
010992/00 HARBOR FREIGHT TOOLS USA INC													
457	PO-130370	02/08/2013	894678			1	01-0000-0-9320-000-0000-0000-000-000	NN P	300.57	300.57			
TOTAL PAYMENT AMOUNT									300.57 *	300.57			
014752/00 HITECH WIRELESS													
1433	PO-131198	02/08/2013	22424			1	01-0000-0-4300-371-0000-2700-012-000	YN F	72.14	67.35			
TOTAL PAYMENT AMOUNT									67.35 *	67.35			
TOTAL USE TAX AMOUNT									5.39				
017002/00 HOME DEPOT CREDIT SERVICES													
31	PO-130017	02/08/2013	6669 02 19899			1	01-8150-0-4300-106-0000-8110-007-000	NN P	120.27	120.27			
TOTAL PAYMENT AMOUNT									120.27 *	120.27			
021775/00 HOME DEPOT SUPPLY													
32	PO-130018	02/08/2013	9120218900			1	01-8150-0-4300-106-0000-8110-007-000	NN P	310.63	310.63			
TOTAL PAYMENT AMOUNT									310.63 *	310.63			



81 CENTER UNIFIED SCHOOL DIST.  
020813

ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 02/08/13  
FUND : 01 GENERAL FUND

J1536 APY500 H.02.05 02/07/13 PAGE 4  
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount		
					FD RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP
019433/00	HONEYWELL INTERNATIONAL ADI												
724	PO-130603	02/08/2013	RWHM1001										
					1	01-8150-0-4300-106-0000-8110-007-000	NN	P		356.64	356.64		
				TOTAL PAYMENT AMOUNT						356.64 *		356.64	
018990/00	INTERSTATE BATTERY SYSTEM												
80	PO-130050	02/08/2013	100022189										
80	PO-130050	02/08/2013	100022364		1	01-7230-0-4300-112-0000-3600-007-000	NN	P		85.27	85.27		
80	PO-130050	02/08/2013	10072320		1	01-7230-0-4300-112-0000-3600-007-000	NN	P		85.27	85.27		
				TOTAL PAYMENT AMOUNT						64.46	382.15		
										552.69 *	552.69		
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO												
36	PO-130113	02/08/2013	27-S1829770.001										
				TOTAL PAYMENT AMOUNT	1	01-8150-0-4300-106-0000-8110-007-000	NN	P		61.30	61.30		
										61.30 *	61.30		
019059/00	MILLENNIUM TERMITE & PEST												
39	PO-130019	02/08/2013	TR-71099										
39	PO-130019	02/08/2013	TR-72628		1	01-0000-0-5500-106-0000-8110-007-000	NN	P		91.00	91.00		
				TOTAL PAYMENT AMOUNT	1	01-0000-0-5500-106-0000-8110-007-000	NN	P		116.00	116.00		
										207.00 *	207.00		
011521/00	NETOP												
1407	PO-131177	02/08/2013	1USD126013										
				TOTAL PAYMENT AMOUNT	1	01-3550-0-5800-472-1110-1000-014-000	NN	F		900.00	900.00		
										900.00 *	900.00		
018967/00	NEXTEL COMMUNICATIONS INC												
546	PO-130461	02/08/2013	811116315-135										
				TOTAL PAYMENT AMOUNT	1	01-0000-0-5903-101-0000-7150-002-000	NN	P		175.18	175.18		
										175.18 *	175.18		
017576/00	OFFICE DEPOT/BUS.SERVICES DIV												
1231	PO-131033	02/08/2013	639306350001		1	01-0000-0-4300-234-1110-1000-008-000	NN	P		732.57	732.57		
1231	PO-131033	02/08/2013	639306351001		1	01-0000-0-4300-234-1110-1000-008-000	NN	F		127.07	129.06		
1335	PO-131114	02/08/2013	641373948001		1	01-6500-0-4300-102-5770-1120-003-000	NN	F		139.99	98.95		
1342	PO-131122	02/08/2013	6416055400001		1	01-0000-0-4300-238-1110-1000-010-777	NN	F		50.75	48.62		
1345	PO-131124	02/08/2013	641605219001		1	01-0000-0-4300-371-0000-2700-012-000	NN	F		446.09	312.76		
1378	PO-131154	02/08/2013	642147674001		1	01-0000-0-4300-371-1110-1000-012-000	NN	F		153.64	152.93		

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 02/08/13  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount	
					FD RESO	P OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP
017576 (CONTINUED)												
1394	PO-131168	02/08/2013	642147466001			1	01-0000-0-4300-238-1110-1000-010-777	NN F		80.59	78.31	
1415	PO-131183	02/08/2013	642147164001			1	01-5640-0-4300-601-9728-1000-017-000	NN F		60.88	60.88	
TOTAL PAYMENT AMOUNT											1,614.08 *	1,614.08
010251/00 PLACER CO OFFICE OF EDUCATION												
1377	PO-131152	02/08/2013	AR13-00607			1	01-3010-0-5200-371-0000-2150-012-822	NN F		1,400.00	1,400.00	
TOTAL PAYMENT AMOUNT											1,400.00 *	1,400.00
014069/00 PLATT ELECTRIC SUPPLY												
1093	PO-130927	02/08/2013	3230849			1	01-8150-0-4300-106-0000-8110-007-000	NN P		258.12	258.12	
TOTAL PAYMENT AMOUNT											258.12 *	258.12
021194/00 PRUDENTIAL OVERALL SUPPLY INC												
91	PO-130061	02/08/2013	180148488			1	01-7230-0-5600-112-0000-3600-007-000	NN P		43.35	43.35	
91	PO-130061	02/08/2013	180146258			1	01-7230-0-5600-112-0000-3600-007-000	NN P		48.90	48.90	
TOTAL PAYMENT AMOUNT											92.25 *	92.25
010315/00 SAC CO OFFICE OF ED FIN SVCS												
1472	PO-131239	02/08/2013	130958			1	01-3010-0-5800-103-1110-1000-003-822	NN F		2,970.00	2,970.00	
TOTAL PAYMENT AMOUNT											2,970.00 *	2,970.00
010264/00 SACRAMENTO BEE												
1493	PO-131247	02/08/2013	2436615			1	01-0000-0-5800-106-0000-8110-007-000	NN F		313.60	313.60	
TOTAL PAYMENT AMOUNT											313.60 *	313.60
010802/00 SACRAMENTO MACHINERY CO.												
578	PO-130482	02/08/2013	016852			1	01-8150-0-4300-106-0000-8110-007-000	NN F		39.97	44.64	
TOTAL PAYMENT AMOUNT											44.64 *	44.64

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 02/08/13  
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				
011500/00	SIA / DELTA DENTAL						
	PV-131044 02/08/2013 SIA DENTAL						
			01-0000-0-9552-000-0000-0000-000-000 NN				44,728.53
		TOTAL PAYMENT AMOUNT		44,728.53 *			44,728.53
017106/00	SIA/VISION SERVICE PLAN						
	PV-131042 02/08/2013 SIA VISION FEBRUARY						
			01-0000-0-9552-000-0000-0000-000-000 NN				5,384.94
		TOTAL PAYMENT AMOUNT		5,384.94 *			5,384.94
010376/00	SLAKEY BROS. INC.						
	307 PO-130253 02/08/2013 11077341-00						
			1 01-8150-0-4300-106-0000-8110-007-000 NN P			149.43	149.43
		TOTAL PAYMENT AMOUNT		149.43 *			149.43
010263/00	SMUD						
	51 PO-130029 02/08/2013 70000000347						
			1 01-0000-0-5530-106-0000-8110-007-000 NN P			48,876.84	48,876.84
		TOTAL PAYMENT AMOUNT		48,876.84 *			48,876.84
014558/00	SPURR						
	52 PO-130030 02/08/2013 23918/50261						
			1 01-0000-0-5520-106-0000-8110-007-000 NN P			11,360.14	11,360.14
		TOTAL PAYMENT AMOUNT		11,360.14 *			11,360.14
020252/00	STAPLES ADVANTAGE						
	1309 PO-131094 02/08/2013 3190274497/3191240905						
	1379 PO-131155 02/08/2013 3191240904						
			1 01-3010-0-4300-371-1110-1000-012-000 NN F			359.64	357.98
			1 01-0000-0-4300-371-1110-1000-012-000 NN F			145.86	145.19
		TOTAL PAYMENT AMOUNT		503.17 *			503.17
015529/00	STRATEGIES TRAINING						
	1387 PO-131162 02/08/2013 A00000021148						
			1 01-5640-0-5200-601-9728-1000-017-000 NN F			60.00	60.00
		TOTAL PAYMENT AMOUNT		60.00 *			60.00

81 CENTER UNIFIED SCHOOL DIST.  
020813

ACCOUNTS PAYABLE PRELIST

BATCH: 0041 02/08/13

FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	TSMP	Liq Amt	Net Amount
014079/00	THYSSENKRUPP ELEVATOR CORP														
57 PO-130034	02/08/2013	1090124337													
58 PO-130035	02/08/2013	1090125219													
TOTAL PAYMENT AMOUNT															1,811.92
															143.00
															1,954.92
016370/00	TWIN RIVERS UNIFIED SCH DIST														
600 PO-130498	02/08/2013	132662													
TOTAL PAYMENT AMOUNT															11,250.00
															11,250.00
018567/00	WESTERN STATES GLASS														
PV-131043	02/08/2013	BALDUE ON PO130936													
TOTAL PAYMENT AMOUNT															10.34
															10.34
019842/00	WFCB-OSH COMMERCIAL SERVICES														
41 PO-130021	02/08/2013	0211025233													
41 PO-130021	02/08/2013	0211037769													
41 PO-130021	02/08/2013	0211037427													
1487 PO-131244	02/08/2013	0211039266													
1487 PO-131244	02/08/2013	02110267029													
TOTAL PAYMENT AMOUNT															289.41
															289.41
014057/00	WINCKLER, DEBBIE														
1447 PO-131218	02/08/2013	MILEAGE REIMB													
TOTAL PAYMENT AMOUNT															17.73
															17.73
019678/00	WORKABILITY I REGION 4														
1477 PO-131236	02/08/2013	S.PACHECO L. BENDER													
TOTAL PAYMENT AMOUNT															200.00
															200.00
017313/00	XEROX CORPORATION														
1003 PO-130852	02/08/2013	POA 570471													
TOTAL PAYMENT AMOUNT															615.87
															615.87
TOTAL FUND PAYMENT															151,016.65
TOTAL USE TAX AMOUNT															56.07

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 02/08/13  
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		
014156/00 COUNTY OF SACRAMENTO														
684	PO-130574	02/08/2013	AR0005930	SPIN	1	13-5310-0-5800-108-0000-3700-007-000	NN	P		533.00			533.00	
684	PO-130574	02/08/2013	AR0006771	MCC	1	13-5310-0-5800-108-0000-3700-007-000	NN	P		533.00			533.00	
684	PO-130574	02/08/2013	AR0001744	DU	1	13-5310-0-5800-108-0000-3700-007-000	NN	P		533.00			533.00	
684	PO-130574	02/08/2013	AR0004778	NC	1	13-5310-0-5800-108-0000-3700-007-000	NN	P		533.00			533.00	
TOTAL PAYMENT AMOUNT											2,132.00	*		2,132.00
011602/00 DANIELSEN CO., THE														
133	PO-130097	02/08/2013	1433		2	13-5310-0-4300-108-0000-3700-007-000	NN	P		8.00			8.00	
133	PO-130097	02/08/2013	2417		2	13-5310-0-4300-108-0000-3700-007-000	NN	P		78.70			78.70	
133	PO-130097	02/08/2013	3051		2	13-5310-0-4300-108-0000-3700-007-000	NN	P		8.00			8.00	
133	PO-130097	02/08/2013	3674		2	13-5310-0-4300-108-0000-3700-007-000	NN	P		8.00			8.00	
133	PO-130097	02/08/2013	1433		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,430.07			1,430.07	
133	PO-130097	02/08/2013	2417		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,659.57			1,659.57	
133	PO-130097	02/08/2013	3051		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,921.65			1,921.65	
133	PO-130097	02/08/2013	3674		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,642.92			1,642.92	
TOTAL PAYMENT AMOUNT											6,756.91	*		6,756.91
021080/00 ED JONES FOOD SERVICE INC														
131	PO-130095	02/08/2013	153972		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		6,144.89			6,144.89	
131	PO-130095	02/08/2013	154295		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		4,772.61			4,772.61	
131	PO-130095	02/08/2013	154507		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		3,418.06			3,418.06	
131	PO-130095	02/08/2013	154707		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		4,117.70			4,117.70	
TOTAL PAYMENT AMOUNT											18,453.26	*		18,453.26
014069/00 PLATT ELECTRIC SUPPLY														
1045	PO-130949	02/08/2013	3220701		1	13-5310-0-4300-108-0000-3700-007-000	NN	P		273.93			288.88	
TOTAL PAYMENT AMOUNT											288.88	*		288.88
019993/00 PROPACIFIC FRESH														
138	PO-130102	02/08/2013	CENTER HIGH		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		4,201.17			4,201.17	
138	PO-130102	02/08/2013	DUDLEY		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		2,202.71			2,202.71	
138	PO-130102	02/08/2013	NORTH COUNTRY		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,627.39			1,627.39	
138	PO-130102	02/08/2013	OAK HILL		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,794.48			1,794.48	
138	PO-130102	02/08/2013	SPINELLI		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,353.86			1,353.86	
138	PO-130102	02/08/2013	WILSON RILES		1	13-5310-0-4700-108-0000-3700-007-000	NN	P		2,419.03			2,419.03	
TOTAL PAYMENT AMOUNT											13,598.64	*		13,598.64

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				
010627/00		RIVERVIEW INTERNATIONAL TRUCKS					
1482 PO-131242	02/08/2013	787790					
			1 13-5310-0-4300-108-0000-3700-007-000 NN F			31.36	31.36
		TOTAL PAYMENT AMOUNT		31.36 *			31.36
020156/00		ROBERTS, RHONDA					
1471 PO-131232	02/08/2013	JAN MILEAGE					
			1 13-5310-0-5210-108-0000-3700-007-000 NN P			76.27	76.27
		TOTAL PAYMENT AMOUNT		76.27 *			76.27
017334/00		SEVEN UP BOTTLING CO. OF S.F.					
134 PO-130098	02/08/2013	2189417445					
			1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,016.40	1,016.40
		TOTAL PAYMENT AMOUNT		1,016.40 *			1,016.40
015088/00		SLIC CO-OP					
1483 PO-131243	02/08/2013	13009					
			1 13-5310-0-5300-108-0000-3700-007-000 NN F			50.00	50.00
		TOTAL PAYMENT AMOUNT		50.00 *			50.00
020462/00		STAPLES ADVANTAGE					
612 PO-130520	02/08/2013	115615748					
			1 13-5310-0-4300-108-0000-3700-007-000 NN P			851.63	851.63
		TOTAL PAYMENT AMOUNT		851.63 *			851.63
011422/00		SYSCO OF SAN FRANCISCO					
132 PO-130096	02/08/2013	1508306/301081458					
132 PO-130096	02/08/2013	1503532/301151617					
132 PO-130096	02/08/2013	301221863					
132 PO-130096	02/08/2013	301292075					
132 PO-130096	02/08/2013	1508306/301081458					
132 PO-130096	02/08/2013	1503532/30115161					
132 PO-130096	02/08/2013	301221863					
132 PO-130096	02/08/2013	301292075					
			2 13-5310-0-4300-108-0000-3700-007-000 NN P			662.23	662.23
			2 13-5310-0-4300-108-0000-3700-007-000 NN P			119.85	119.85
			2 13-5310-0-4300-108-0000-3700-007-000 NN P			322.06	322.06
			2 13-5310-0-4300-108-0000-3700-007-000 NN P			18.97	18.97
			1 13-5310-0-4700-108-0000-3700-007-000 NN P			3,553.08	3,553.08
			1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,931.40	1,931.40
			1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,537.47	2,537.47
			1 13-5310-0-4700-108-0000-3700-007-000 NN P			2,000.99	2,000.99
		TOTAL PAYMENT AMOUNT		11,146.05 *			11,146.05
		TOTAL FUND PAYMENT		54,401.40 **			54,401.40

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0041 02/08/13  
FUND : 14 DEFERRED MAINTENANCE FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
					FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP		
011374/00	CAPITOL MECHANICAL INC										
1428	PO-131194	02/08/2013	10722								
					1	14-0024-0-5600-106-9605-8110-007-000	NN	F		900.00	900.00
				TOTAL PAYMENT AMOUNT						900.00 *	900.00
013988/00	HAJOCA CORPORATION										
1385	PO-131161	02/08/2013	S007117532.001								
					1	14-0024-0-4300-106-9606-8110-007-000	NN	F		1,500.00	933.12
				TOTAL PAYMENT AMOUNT						933.12 *	933.12
020742/00	LEGACY ROOFING & WATERPROOFING										
959	PO-130804	02/08/2013	200493A								
1111	PO-130943	02/08/2013	7002978-WO								
1233	PO-131034	02/08/2013	7003026-WO								
					1	14-0024-0-5600-106-9605-8110-007-000	NN	F		6,661.00	6,661.00
					1	14-0024-0-5600-106-9605-8110-007-000	NN	F		3,000.00	2,025.00
					1	14-0024-0-5600-106-9605-8110-007-000	NN	F		925.00	925.00
				TOTAL PAYMENT AMOUNT						9,611.00 *	9,611.00
				TOTAL FUND	PAYMENT					11,444.12 **	11,444.12
				TOTAL BATCH PAYMENT						216,862.17 ***	
				TOTAL USE TAX AMOUNT						56.07	216,862.17
				TOTAL DISTRICT PAYMENT						216,862.17 ****	
				TOTAL USE TAX AMOUNT						56.07	216,862.17
				TOTAL FOR ALL DISTRICTS:						216,862.17 ****	
				TOTAL USE TAX AMOUNT						56.07	216,862.17

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

81 CENTER UNIFIED SCHOOL DIST.  
02/20/2013

ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0042

To batch: 0042

Include Revolving Cash: Y

Include Address: N



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81 CENTER UNIFIED SCHOOL DIST.  
02/20/2013

ACCOUNTS PAYABLE PRELIST  
BATCH: 0042 02/20/2013  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount					
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
014056/00	BENDER, LINDA															
1518	PO-131275	02/20/2013	REIMB			2	01-3410-0-5211-472-1110-1000-003-000	NN	F		12.43	12.43				
1518	PO-131275	02/20/2013	REIMB			1	01-6520-0-5211-472-5770-1110-003-000	NN	F		98.31	98.31				
TOTAL PAYMENT AMOUNT											110.74 *	110.74				
019075/00	BRIGHT FUTURES THERAPY															
1521	PO-131278	02/20/2013	3051			1	01-6500-0-5800-102-5750-1180-003-000	NN	P		12,360.00	12,360.00				
TOTAL PAYMENT AMOUNT											12,360.00 *	12,360.00				
016472/00	CALIFORNIA DEPT OF EDUCATION															
1517	PO-131274	02/20/2013	SPEC NEED CONF			1	01-7240-0-5200-112-5001-3600-007-000	NN	F		150.00	150.00				
TOTAL PAYMENT AMOUNT											150.00 *	150.00				
021678/00	CAPITOL ACADEMY															
571	PO-130476	02/20/2013	259			1	01-6500-0-5800-102-5750-1180-003-000	NN	F		9,463.00	10,747.80				
TOTAL PAYMENT AMOUNT											10,747.80 *	10,747.80				
014885/00	CAREERTRACK SEMINARS															
1516	PO-131273	02/20/2013	14290341			1	01-7230-0-5200-112-0000-3600-007-000	NN	F		99.00	99.00				
TOTAL PAYMENT AMOUNT											99.00 *	99.00				
021036/00	CCHAT CENTER															
528	PO-130454	02/20/2013	CENTER1-13			1	01-6500-0-5800-102-5750-1180-003-000	NN	P		2,235.06	2,235.06				
TOTAL PAYMENT AMOUNT											2,235.06 *	2,235.06				
020305/00	CDW GOVERNMENT INC.															
1435	PO-131206	02/20/2013	X414918			1	01-0000-0-4300-371-0000-2700-012-000	NN	P		205.86	205.86				
1435	PO-131206	02/20/2013	X196675			1	01-0000-0-4300-371-0000-2700-012-000	NN	P		228.76	228.76				
1435	PO-131206	02/20/2013	X252830			1	01-0000-0-4300-371-0000-2700-012-000	NN	F		22.62	38.57				
TOTAL PAYMENT AMOUNT											473.19 *	473.19				

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								
016007/00	CELL SERV									Liq Amt	Net Amount
512 PO-130433	02/20/2013	CS5463									
			1 01-0029-0-4300-472-1110-1000-014-000	YN	F					240.11	225.00
			TOTAL PAYMENT AMOUNT				225.00 *				225.00
			TOTAL USE TAX AMOUNT				18.00				
010407/00	CENTER UNIFIED REVOLVING FUND	0000000000									
1519 PO-131276	02/20/2013	HAMPTON INN-4077									
			1 01-0000-0-5200-110-0000-7200-004-000	NN	F					94.08	94.08
			TOTAL PAYMENT AMOUNT				94.08 *				94.08
021175/00	CINTAS DOCUMENT MANAGEMENT										
677 PO-130563	02/20/2013	DG 37056329									
			1 01-0000-0-5800-472-0000-2700-014-000	NN	P					32.10	32.10
			TOTAL PAYMENT AMOUNT				32.10 *				32.10
018180/00	CITRUS HEIGHTS MOWER										
20 PO-130677	02/20/2013	224732									
20 PO-130677	02/20/2013	224945									
			1 01-0000-0-4300-106-0000-8110-007-000	NN	P					143.57	143.57
			1 01-0000-0-4300-106-0000-8110-007-000	NN	P					130.77	130.77
			TOTAL PAYMENT AMOUNT				274.34 *				274.34
015735/00	COUNTY OF SACRAMENTO										
1481 PO-131241	02/20/2013	17545									
			1 01-0000-0-5800-106-0000-8110-007-000	NN	P					50.00	50.00
			TOTAL PAYMENT AMOUNT				50.00 *				50.00
015718/00	CUSTOM BENEFIT ADMINISTRATORS										
PV-131048	02/20/2013	CBA FEBRUARY									
			01-0000-0-9552-000-0000-0000-000-000	NN							2,593.92
			TOTAL PAYMENT AMOUNT				2,593.92 *				2,593.92
018951/00	DELL										
1390 PO-131164	02/20/2013	XJ32T1XT4									
1390 PO-131164	02/20/2013	XJ31PMW16									
			1 01-6520-0-4400-472-5770-1110-003-000	NN	P					383.70	383.70
			1 01-6520-0-4400-472-5770-1110-003-000	NN	F					107.69	105.29
			TOTAL PAYMENT AMOUNT				488.99 *				488.99

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					FD RESO	P OBJE	SIT GOAL	FUNC RES DEP T9MP		
018507/00	DILES, JACQUELYN									
869	PO-130724	02/20/2013		OCT-FEB MILEAGE		1	01-0000-0-5210-105-0000-7200-005-000	NN F	60.59	62.87
					TOTAL PAYMENT AMOUNT				62.87 *	62.87
020476/00	DRAKE, SERINA									
1501	PO-131258	02/20/2013		AUG MILEAGE		1	01-6500-0-5800-102-5770-3600-003-000	NN P	16.43	16.43
1501	PO-131258	02/20/2013		SEPT MILEAGE		1	01-6500-0-5800-102-5770-3600-003-000	NN F	12.33	12.33
					TOTAL PAYMENT AMOUNT				28.76 *	28.76
021610/00	EATON INTERPRETING SERVICES									
1500	PO-131257	02/20/2013		139727		1	01-0000-0-5800-103-0000-7200-003-000	NN P	105.00	105.00
					TOTAL PAYMENT AMOUNT				105.00 *	105.00
010336/00	ECOTECH PEST MANAGEMENT INC									
21	PO-130013	02/20/2013		2110		1	01-0000-0-5500-106-0000-8110-007-000	NN P	787.00	787.00
					TOTAL PAYMENT AMOUNT				787.00 *	787.00
022347/00	GIVE SOMETHING BACK									
1454	PO-131220	02/20/2013		IN-0069427		1	01-0000-0-4300-371-1110-1000-012-000	NN F	39.91	39.91
1465	PO-131226	02/20/2013		IN-0069429		1	01-6300-0-4300-472-1110-1000-014-000	NN F	95.54	95.54
1474	PO-131233	02/20/2013		IN-0070079		1	01-6500-0-4300-102-5770-1110-003-000	NN F	32.38	34.54
					TOTAL PAYMENT AMOUNT				169.79 *	169.79
011818/00	GOODELL PORTER SANCHEZ &									
	PO-121913	02/20/2013		4126.0 10/31/12		1	01-0000-0-5800-105-0000-7190-005-000	NN F	2,500.00	2,500.00
					TOTAL PAYMENT AMOUNT				2,500.00 *	2,500.00
017718/00	GUIDING HANDS INC.									
757	PO-130632	02/20/2013		D13005 JAN		1	01-6500-0-5800-102-5750-1180-003-000	NN F	872.40	872.40
1528	PO-131282	02/20/2013		JAN D 13005		1	01-6500-0-5800-102-5750-1180-003-000	NN P	4,305.84	4,305.84
					TOTAL PAYMENT AMOUNT				5,178.24 *	5,178.24

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					FD RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
013988/00	HAJOCA CORPORATION														
		12	PO-130112	02/20/2013	S007136268										
						1	01-8150-0-4300-106-0000-8110-007-000	NN P	269.20	269.20					
							TOTAL PAYMENT AMOUNT		269.20 *						269.20
018340/00	HARBOR FREIGHT TOOLS														
		367	PO-130306	02/20/2013	030308										
						1	01-8150-0-4300-106-0000-8110-007-000	NN P	257.67	257.67					
							TOTAL PAYMENT AMOUNT		257.67 *						257.67
014160/00	HOLLINBECK, ALICE														
		1355	PO-131131	02/20/2013	JAN MILEAGE										
						1	01-0000-0-5210-103-1110-1004-003-000	NN P	94.92	94.92					
							TOTAL PAYMENT AMOUNT		94.92 *						94.92
019832/00	HUGGINS, MARIE														
		1529	PO-131279	02/20/2013	REIMB										
						1	01-0000-0-4300-105-0000-7200-005-000	NN F	7.50	7.50					
							TOTAL PAYMENT AMOUNT		7.50 *						7.50
021789/00	JABBERGYM INC														
		529	PO-130455	02/20/2013	2910										
						1	01-6500-0-5800-102-5750-1180-003-000	NN P	760.00	760.00					
							TOTAL PAYMENT AMOUNT		760.00 *						760.00
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO														
		36	PO-130113	02/20/2013	27-S1831369.001										
						1	01-8150-0-4300-106-0000-8110-007-000	NN P	60.11	60.11					
							TOTAL PAYMENT AMOUNT		60.11 *						60.11
010355/00	KAISER														
		PV-131047	02/20/2013	KAISER MARCH											
						01-0000-0-9552-000-0000-0000-000-000	NN			152,725.46					
							TOTAL PAYMENT AMOUNT		152,725.46 *						152,725.46
021874/00	KIDWELL, TAMARA														
		897	PO-130755	02/20/2013	000-113										
						1	01-7230-0-5800-112-0000-3600-007-000	NN P	10.78	10.78					
							TOTAL PAYMENT AMOUNT		10.78 *						10.78

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					FD RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
022406/00	MAXIM HEALTHCARE SERVICES INC				521590951										
1328	PO-131109	02/20/2013	1348570262			1	01-0000-0-5800-102-0000-3140-003-000	NN P		2,480.00				2,480.00	
1328	PO-131109	02/20/2013	1363780262			1	01-0000-0-5800-102-0000-3140-003-000	NN P		2,642.20				2,642.20	
TOTAL PAYMENT AMOUNT											5,122.20 *			5,122.20	
022560/00	MCM ELECTRONICS														
1434	PO-131204	02/20/2013	814259			1	01-0000-0-4300-371-0000-2700-012-000	NN F		25.01				24.93	
TOTAL PAYMENT AMOUNT											24.93 *			24.93	
019935/00	MENDOZA, ROSE														
1495	PO-131252	02/20/2013	FBLA MILEAGE			1	01-3550-0-5211-472-1110-1000-014-000	NN F		71.30				71.30	
TOTAL PAYMENT AMOUNT											71.30 *			71.30	
020461/00	MITCHELL, CYNDY														
898	PO-130756	02/20/2013	000-113			1	01-7230-0-5800-112-0000-3600-007-000	NN P		13.04				13.04	
TOTAL PAYMENT AMOUNT											13.04 *			13.04	
021692/00	MONOPRICE INC														
1437	PO-131205	02/20/2013	7678074			1	01-0000-0-4300-371-0000-2700-012-000	NN F		67.44				63.93	
TOTAL PAYMENT AMOUNT											63.93 *			63.93	
019149/00	MPS														
1324	PO-131106	02/20/2013	94281769			1	01-0037-0-4100-103-1110-1000-003-000	NN F		275.57				268.21	
	PV-131045	02/20/2013	94222258				01-0037-0-4100-103-1110-1000-003-000	NN						218.00	
TOTAL PAYMENT AMOUNT											486.21 *			486.21	
017315/00	NAPA AUTO PARTS - GENUINE AUTO														
84	PO-130054	02/20/2013	897550			1	01-7230-0-4300-112-0000-3600-007-000	NN P		43.80				43.80	
84	PO-130054	02/20/2013	894093			1	01-7230-0-4300-112-0000-3600-007-000	NN P		7.04				7.04	
84	PO-130054	02/20/2013	894140			1	01-7230-0-4300-112-0000-3600-007-000	NN P		110.10				110.10	
84	PO-130054	02/20/2013	894243			1	01-7230-0-4300-112-0000-3600-007-000	NN P		295.66				295.66	
TOTAL PAYMENT AMOUNT											456.60 *			456.60	

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
022090/00	NASCO MODESTO						
1359 PO-131138	02/20/2013	669977	1 01-6300-0-4300-472-1110-1000-014-000 NN P			671.01	671.01
1359 PO-131138	02/20/2013	674049	1 01-6300-0-4300-472-1110-1000-014-000 NN P			186.72	186.72
1359 PO-131138	02/20/2013	670430	1 01-6300-0-4300-472-1110-1000-014-000 NN P			29.33	29.33
1359 PO-131138	02/20/2013	676246	1 01-6300-0-4300-472-1110-1000-014-000 NN P			55.04	55.04
1359 PO-131138	02/20/2013	676795	1 01-6300-0-4300-472-1110-1000-014-000 NN P			14.69	14.69
TOTAL PAYMENT AMOUNT			956.79 *				956.79
015787/00	O'REILLY AUTO PARTS						
1076 PO-130915	02/20/2013	3558-213885/213887	1 01-7230-0-4300-112-0000-3600-007-000 NN P			36.44	36.44
1076 PO-130915	02/20/2013	3558-213900/214319	1 01-7230-0-4300-112-0000-3600-007-000 NN P			33.04	33.04
TOTAL PAYMENT AMOUNT			69.48 *				69.48
022163/00	ODYSSEY LEARNING CENTER INC						
524 PO-130450	02/20/2013	8002698	1 01-6500-0-5800-102-5750-1180-003-000 NN F			1,692.15	2,519.66
TOTAL PAYMENT AMOUNT			2,519.66 *				2,519.66
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1365 PO-131144	02/20/2013	641773547001	2 01-5630-0-4300-601-1220-1000-017-000 NN F			81.79	81.79
1365 PO-131144	02/20/2013	641773547001	1 01-9601-0-4300-601-1110-1000-017-000 NN F			22.95	22.95
1431 PO-131196	02/20/2013	643469411001	1 01-0000-0-4300-472-0000-2700-014-000 NN F			75.65	75.65
1462 PO-131224	02/20/2013	644001249001	1 01-0000-0-4300-238-1110-1000-010-777 NN F			68.72	69.08
TOTAL PAYMENT AMOUNT			249.47 *				249.47
011822/00	OLARIU, STEFAN						
1074 PO-130909	02/20/2013	000-113	1 01-7230-0-5800-112-0000-3600-007-000 NN P			13.26	13.26
1074 PO-130909	02/20/2013	000-84A	1 01-7230-0-5800-112-0000-3600-007-000 NN P			10.67	10.67
TOTAL PAYMENT AMOUNT			23.93 *				23.93
021050/00	PACHECO, SHAWNA						
1532 PO-131285	02/20/2013	MILEAGE REIMB	1 01-3410-0-5210-472-1110-1000-003-000 NN F			41.52	41.52
TOTAL PAYMENT AMOUNT			41.52 *				41.52

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
020192/00	PITNEY BOWES INC						
1485 PO-131238	02/20/2013	561359	1 01-0000-0-4300-105-0000-7200-005-000 NN F			324.94	321.93
TOTAL PAYMENT AMOUNT						321.93 *	321.93
011345/00	PLACER LEARNING CENTER						
565 PO-130474	02/20/2013	JAN 2013	1 01-6500-0-5800-102-5750-1180-003-000 NN P			7,677.00	7,677.00
TOTAL PAYMENT AMOUNT						7,677.00 *	7,677.00
014069/00	PLATT ELECTRIC SUPPLY						
1093 PO-130927	02/20/2013	3281466	1 01-8150-0-4300-106-0000-8110-007-000 NN P			891.00	891.00
1093 PO-130927	02/20/2013	3230859	1 01-8150-0-4300-106-0000-8110-007-000 NN P			669.53	669.53
TOTAL PAYMENT AMOUNT						1,560.53 *	1,560.53
018535/00	POINT QUEST EDUCATION INC						
531 PO-130456	02/20/2013	JAN 2013	1 01-6500-0-5800-102-5750-1180-003-000 NN P			7,142.73	7,142.73
TOTAL PAYMENT AMOUNT						7,142.73 *	7,142.73
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
91 PO-130061	02/20/2013	180149048	1 01-7230-0-5600-112-0000-3600-007-000 NN P			48.90	48.90
181 PO-130144	02/20/2013	180149047	1 01-0000-0-5800-111-0000-8200-007-000 NN P			121.32	121.32
181 PO-130144	02/20/2013	180146257	1 01-0000-0-5800-111-0000-8200-007-000 NN P			121.32	121.32
TOTAL PAYMENT AMOUNT						291.54 *	291.54
019951/00	ROBINSON, PAULA						
1530 PO-131283	02/20/2013	REIMB	1 01-0000-0-5901-102-9745-3130-003-000 NN F			13.57	13.57
TOTAL PAYMENT AMOUNT						13.57 *	13.57
010266/00	SACRAMENTO COUNTY UTILITIES						
1439 PO-131200	02/20/2013	50000185866	1 01-0000-0-5540-106-0000-8110-007-000 NN P			632.01	632.01
TOTAL PAYMENT AMOUNT						632.01 *	632.01



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Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
016337/00	SAECHOA, PA							
1503 PO-131263	02/20/2013	DEC MILEAGE		1 01-6500-0-5800-102-5770-3600-003-000 NN P		166.50	166.50	
1503 PO-131263	02/20/2013	JAN MILEAGE		1 01-6500-0-5800-102-5770-3600-003-000 NN F		169.50	169.50	
TOTAL PAYMENT AMOUNT				336.00 *			336.00	
018297/00	SCHOOL SERVICES OF CALIFORNIA							
1029 PO-130871	02/20/2013	W072280-IN		1 01-0000-0-5200-105-0000-7200-005-000 NN F		350.00	350.00	
1138 PO-130963	02/20/2013	W072279		1 01-0000-0-5200-101-0000-7150-002-000 NN F		175.00	175.00	
1138 PO-130963	02/20/2013	W072279		2 01-0000-0-5200-110-0000-7200-004-000 NN F		175.00	175.00	
TOTAL PAYMENT AMOUNT				700.00 *			700.00	
015840/00	SHOPK12							
1453 PO-131219	02/20/2013	1758		1 01-3010-0-4300-371-1110-1000-012-000 NN F		180.00	180.00	
TOTAL PAYMENT AMOUNT				180.00 *			180.00	
010010/00	SIERRA SCHOOL							
739 PO-130618	02/20/2013	0009295IN		2 01-6500-0-5800-102-5750-1180-003-000 NN F		627.05	1,592.25	
TOTAL PAYMENT AMOUNT				1,592.25 *			1,592.25	
013909/00	SKILLPATH SEMINARS							
1515 PO-131272	02/20/2013	REG 10568130		1 01-7230-0-5200-112-0000-3600-007-000 NN P		99.00	99.00	
1515 PO-131272	02/20/2013	1783710		1 01-7230-0-5200-112-0000-3600-007-000 NN F		33.90	33.90	
TOTAL PAYMENT AMOUNT				132.90 *			132.90	
018370/00	STANLEY CONVERGENT SECURITY							
53 PO-130031	02/20/2013	7560119985		1 01-0000-0-5800-106-0000-8110-007-000 NN P		152.22	152.22	
TOTAL PAYMENT AMOUNT				152.22 *			152.22	
020252/00	STAPLES ADVANTAGE							
1443 PO-131202	02/20/2013	3191414005		1 01-0000-0-4300-472-0000-2700-014-000 NN F		61.25	61.25	
TOTAL PAYMENT AMOUNT				61.25 *			61.25	

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018066/00	SUPER DUPER INC.						
1297 PO-131098	02/20/2013	1840357A	1 01-5640-0-4300-601-9728-3150-017-000 NN F			360.47	233.77
TOTAL PAYMENT AMOUNT						233.77 *	233.77
021813/00	SUREWEST						
55 PO-130033	02/20/2013	604457-0001 FEB	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
015018/00	VERHOVETCHI, VEACESLAV						
1165 PO-130984	02/20/2013	000-101	1 01-7230-0-5800-112-0000-3600-007-000 NN P			8.37	8.37
1165 PO-130984	02/20/2013	000-118	1 01-7230-0-5800-112-0000-3600-007-000 NN P			9.07	9.07
1165 PO-130984	02/20/2013	000-84B	1 01-7230-0-5800-112-0000-3600-007-000 NN P			12.67	12.67
1165 PO-130984	02/20/2013	000-94	1 01-7230-0-5800-112-0000-3600-007-000 NN F			10.30	6.61
TOTAL PAYMENT AMOUNT						36.72 *	36.72
015191/00	WACHOB, CYNTHIA						
1146 PO-130970	02/20/2013	JAN MILEAGE	1 01-6500-0-5210-102-5060-2110-003-000 NN P			174.02	174.02
TOTAL PAYMENT AMOUNT						174.02 *	174.02
022221/00	WESTERN HEALTH ADVANTAGE						
PV-131046	02/20/2013	WHA MARCH	01-0000-0-9552-000-0000-0000-000-000 NN				95,950.63
TOTAL PAYMENT AMOUNT						95,950.63 *	95,950.63
019842/00	WFCB-OSH COMMERCIAL SERVICES						
1487 PO-131244	02/20/2013	0211043539	1 01-8150-0-4300-106-0000-8110-007-000 NN P			89.60	89.60
1487 PO-131244	02/20/2013	0211037652	1 01-8150-0-4300-106-0000-8110-007-000 NN P			56.65	56.65
1487 PO-131244	02/20/2013	0211011512	1 01-8150-0-4300-106-0000-8110-007-000 NN P			105.60	105.60
TOTAL PAYMENT AMOUNT						251.85 *	251.85
021924/00	XEROX DIRECT						
1316 PO-131118	02/20/2013	632744	1 01-0000-0-4400-240-0000-2700-011-000 NN F			570.55	570.55
TOTAL PAYMENT AMOUNT						570.55 *	570.55
TOTAL FUND PAYMENT						335,467.51 **	
TOTAL USE TAX AMOUNT						18.00	335,467.51

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
-----							
017576/00		OFFICE DEPOT/BUS.SERVICES DIV					
1416 PO-131184	02/20/2013	642146973001	1 11-0028-0-4300-601-4130-1000-017-000 NN P			89.66	89.66
1416 PO-131184	02/20/2013	642146973002	1 11-0028-0-4300-601-4130-1000-017-000 NN F			26.95	26.95
TOTAL PAYMENT AMOUNT						116.61 *	116.61
TOTAL FUND PAYMENT						116.61 **	116.61

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BATCH: 0042 02/20/2013  
FUND : 13 CAFETERIA 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				
017051/00	DAVIS, LAURA							
1490 PO-131262	02/20/2013	NOV DEC MILEAGE		1 13-5310-0-5210-108-0000-3700-007-000 NN P			56.43	56.43
				TOTAL PAYMENT AMOUNT	56.43 *			56.43
018438/00	ECOLAB FOOD SAFETY SPECIALTIES							
471 PO-130412	02/20/2013	0876084		1 13-5310-0-4300-108-0000-3700-007-000 NN P			214.22	214.22
				TOTAL PAYMENT AMOUNT	214.22 *			214.22
022364/00	HEARTLAND PAYMENT SYSTEMS							
470 PO-130507	02/20/2013	MSB000 000 1606		1 13-5310-0-5300-108-0000-3700-007-000 NN P			253.80	253.80
				TOTAL PAYMENT AMOUNT	253.80 *			253.80
022464/00	KASEY, LAURA							
1509 PO-131267	02/20/2013	JUNE-DEC MILIAGE		1 13-5310-0-5210-108-0000-3700-007-000 NN P			69.26	69.26
1509 PO-131267	02/20/2013	JAN 2013		1 13-5310-0-5210-108-0000-3700-007-000 NN P			78.37	78.37
				TOTAL PAYMENT AMOUNT	147.63 *			147.63
016279/00	P&R PAPER SUPPLY							
1192 PO-131003	02/20/2013	N48669-00		1 13-5310-0-4300-108-0000-3700-007-000 NN P			884.53	884.53
				TOTAL PAYMENT AMOUNT	884.53 *			884.53
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
137 PO-130101	02/20/2013	180149046		1 13-5310-0-5800-108-0000-3700-007-000 NN P			73.52	73.52
137 PO-130101	02/20/2013	180148487		1 13-5310-0-5800-108-0000-3700-007-000 NN P			44.68	44.68
137 PO-130101	02/20/2013	180146256		1 13-5310-0-5800-108-0000-3700-007-000 NN P			73.52	73.52
137 PO-130101	02/20/2013	180147175		1 13-5310-0-5800-108-0000-3700-007-000 NN P			73.52	73.52
				TOTAL PAYMENT AMOUNT	265.24 *			265.24
011255/00	SARA LEE BAKERY GROUP							
474 PO-130508	02/20/2013	OAK HILL		1 13-5310-0-4700-108-0000-3700-007-000 NN P			128.55	128.55
474 PO-130508	02/20/2013	DUDLEY		1 13-5310-0-4700-108-0000-3700-007-000 NN P			57.15	57.15
474 PO-130508	02/20/2013	CENTER HIGH		1 13-5310-0-4700-108-0000-3700-007-000 NN P			489.89	489.89
474 PO-130508	02/20/2013	NORTH COUNRTY		1 13-5310-0-4700-108-0000-3700-007-000 NN P			136.86	136.86
474 PO-130508	02/20/2013	SPINELLI		1 13-5310-0-4700-108-0000-3700-007-000 NN P			97.49	97.49

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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	
011255 (CONTINUED)								
474 PO-130508	02/20/2013	WILSON RILES	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	221.57	221.57
TOTAL PAYMENT AMOUNT						1,131.51 *		1,131.51
016043/00 SHELTONS UNLIMITED MECHANICAL [REDACTED]								
369 PO-130308	02/20/2013	13-02CWHSE	1	13-5310-0-5600-108-0000-3700-007-000	NY	P	225.00	225.00
369 PO-130308	02/20/2013	13-02 CHIGH	1	13-5310-0-5600-108-0000-3700-007-000	NY	P	225.00	225.00
369 PO-130308	02/20/2013	DUDLEY	1	13-5310-0-5600-108-0000-3700-007-000	NY	P	225.00	225.00
369 PO-130308	02/20/2013	13-02 N COUNTRY	1	13-5310-0-5600-108-0000-3700-007-000	NY	P	225.00	225.00
369 PO-130308	02/20/2013	13-02 OAK HILL	1	13-5310-0-5600-108-0000-3700-007-000	NY	P	225.00	225.00
369 PO-130308	02/20/2013	13-02 SPINELLI	1	13-5310-0-5600-108-0000-3700-007-000	NY	P	225.00	225.00
369 PO-130308	02/20/2013	13-02 WILSON RILES	1	13-5310-0-5600-108-0000-3700-007-000	NY	P	225.00	225.00
TOTAL PAYMENT AMOUNT						1,575.00 *		1,575.00
TOTAL FUND			PAYMENT	4,528.36 **		4,528.36		

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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
020742/00		LEGACY ROOFING & WATERPROOFING						
1200 PO-131006	02/20/2013	7003024-W0			1 14-0024-0-5600-106-9605-8110-007-000 NN F		475.00	475.00
					TOTAL PAYMENT AMOUNT	475.00 *		475.00
					TOTAL FUND PAYMENT	475.00 **		475.00
					TOTAL BATCH PAYMENT	340,587.48 ***	0.00	340,587.48
					TOTAL USE TAX AMOUNT	18.00		
					TOTAL DISTRICT PAYMENT	340,587.48 ****	0.00	340,587.48
					TOTAL USE TAX AMOUNT	18.00		
					TOTAL FOR ALL DISTRICTS:	340,587.48 ****	0.00	340,587.48
					TOTAL USE TAX AMOUNT	18.00		

Number of warrants to be printed: 80, not counting voids due to stub overflows.

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Batch status: A All

From batch: 0044

To batch: 0044

Include Revolving Cash: Y

Include Address: N

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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
011802/00	A-Z BUS SALES INC.												
		65	PO-130038	03/01/2013	DI19412								
						1	01-7230-0-4300-112-0000-3600-007-000	NN P	107.94	107.94			
										107.94			
										107.94			
015797/00	ACE SUPPLY HARDWARE NORTH												
		194	PO-130168	03/01/2013	91381/2								
						1	01-8150-0-4300-106-0000-8110-007-000	NN P	21.55	21.55			
										21.55			
										21.55			
018092/00	ACSA AMERICAN SCHOOL COUNSELOR												
		535	PO-130439	03/01/2013	ASC1065486								
		535	PO-130439	03/01/2013	ASC1064780								
						1	01-6501-0-4200-601-5770-1190-017-000	YN P	16.45	16.45			
						1	01-6501-0-4200-601-5770-1190-017-000	YN F	298.87	305.41			
										321.86			
										321.86			
										321.86			
011211/00	ADORAMA INC												
		1425	PO-131192	03/01/2013	12925932								
		1425	PO-131192	03/01/2013	13002464								
						1	01-3550-0-4400-472-1110-1000-014-000	NN P	1,069.50	1,069.50			
						1	01-3550-0-4400-472-1110-1000-014-000	NN F	504.38	387.80			
										1,457.30			
										1,457.30			
011248/00	AED SUPERSTORE												
		1497	PO-131254	03/01/2013	277089								
						1	01-0000-0-4300-472-1263-4200-014-000	YN F	140.40	130.00			
										130.00			
										130.00			
010669/00	ALHAMBRA & SIERRA SPRINGS												
		7	PO-130008	03/01/2013	4782453021413								
		66	PO-130039	03/01/2013	4781257 021413								
		519	PO-130424	03/01/2013	4781839 021413								
		519	PO-130424	03/01/2013	4780794 021413								
						1	01-8150-0-4300-106-0000-8110-007-000	NN P	93.89	93.89			
						1	01-7230-0-4300-112-0000-3600-007-000	NN P	52.82	52.82			
						1	01-0000-0-4300-103-0000-7200-003-000	NN P	24.06	24.06			
						1	01-0000-0-4300-103-0000-7200-003-000	NN P	45.63	45.63			
										216.40			
										216.40			



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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014733/00	ALL WEST COACHLINES INC.						
1535 PO-131291	03/01/2013	45094/45112/49302	1 01-0000-0-5810-238-1110-1000-000-000 NN F			1,207.43	1,207.43
1552 PO-131299	03/01/2013	45095/45477/49708	1 01-0000-0-5810-472-1110-4000-014-915 NN F			1,001.01	1,001.01
		TOTAL PAYMENT AMOUNT	2,208.44 *				2,208.44
019769/00	AMERICAN EXPRESS						
1489 PO-131246	03/01/2013	0-03000	1 01-0000-0-4300-105-0000-7200-005-000 NN F			1,054.50	1,054.50
		TOTAL PAYMENT AMOUNT	1,054.50 *				1,054.50
017075/00	AMERICAN RIVER SPEECH INC.						
1189 PO-131001	03/01/2013	2/11/13	1 01-6500-0-5800-102-5750-1180-003-000 NN P			3,425.50	3,425.50
		TOTAL PAYMENT AMOUNT	3,425.50 *				3,425.50
018533/00	ATKINSON ANDELSON LOYA RUDD						
452 PO-130340	03/01/2013	422277	1 01-0000-0-5804-105-0000-7200-005-000 NE F			6,729.22	6,196.56
		TOTAL PAYMENT AMOUNT	6,196.56 *				6,196.56
017760/00	BACKFLOW TECHNOLOGIES LLC						
10 PO-130150	03/01/2013	13-5755	1 01-0000-0-5800-106-0000-8110-007-000 NN P			244.00	244.00
		TOTAL PAYMENT AMOUNT	244.00 *				244.00
021235/00	BECKER, LEE ANN						
761 PO-130638	03/01/2013	JAN MILEAGE	1 01-0000-0-5210-102-0000-3140-003-000 NN P			54.81	54.81
		TOTAL PAYMENT AMOUNT	54.81 *				54.81
018984/00	BURNETT, NELLIE						
802 PO-130673	03/01/2013	000-113	1 01-7230-0-5800-112-0000-3600-007-000 NN P			7.55	7.55
		TOTAL PAYMENT AMOUNT	7.55 *				7.55

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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				
010236/00	CREATIVE BUS SALES						
822 PO-130688	03/01/2013	5031809	1 01-7230-0-4300-112-0000-3600-007-000 NN P			32.87	32.87
TOTAL PAYMENT AMOUNT						32.87 *	32.87
021794/00	EAGLE SOFTWARE INC						
1595 PO-131339	03/01/2013	RN-1164 4/13-3/14	1 01-0000-0-5612-115-0000-7700-007-000 NN F			3,350.00	3,350.00
1595 PO-131339	03/01/2013	RN-1164 4/13-3/14	2 01-0000-0-9330-000-0000-0000-000-000 NN F			10,050.00	10,050.00
TOTAL PAYMENT AMOUNT						13,400.00 *	13,400.00
018277/00	EASTER SEAL SOCIETY OF CA. INC						
527 PO-130453	03/01/2013	JAN -13	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,265.00	2,265.00
TOTAL PAYMENT AMOUNT						2,265.00 *	2,265.00
019262/00	ENTERPRISE RENT A CAR						
1536 PO-131292	03/01/2013	D851906-3082	1 01-0000-0-5600-472-1110-4000-014-915 NN F			110.15	110.15
1553 PO-131300	03/01/2013	D851965-3082	1 01-0000-0-5600-472-1110-4000-014-915 NN P			110.15	110.15
1553 PO-131300	03/01/2013	D851967-3082	1 01-0000-0-5600-472-1110-4000-014-915 NN F			261.80	261.80
1589 PO-131336	03/01/2013	D852083-3082	1 01-0000-0-5600-472-1110-4000-014-915 NN F			220.30	220.30
TOTAL PAYMENT AMOUNT						702.40 *	702.40
011132/00	FEDEX						
242 PO-130208	03/01/2013	2-178-16216	1 01-8150-0-5901-106-0000-8110-007-000 NN P			31.36	31.36
TOTAL PAYMENT AMOUNT						31.36 *	31.36
022098/00	FERGUSON, BRIDGETTE						
1594 PO-131338	03/01/2013	REISSUE	1 01-7230-0-5200-112-0000-3600-007-000 NN F			12.00	12.00
TOTAL PAYMENT AMOUNT						12.00 *	12.00
019704/00	FRISCH, JOYCE						
1561 PO-131312	03/01/2013	REIMB	1 01-3010-0-5200-371-1110-1000-012-000 NN F			72.31	72.31
TOTAL PAYMENT AMOUNT						72.31 *	72.31

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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		
022347/00	GIVE SOMETHING BACK														
1466	PO-131227	03/01/2013	IN-0069428			1	01-6300-0-4300-472-1110-1000-014-000	NN F	99.88	99.87					
1494	PO-131251	03/01/2013	IN0075454			1	01-5640-0-4300-601-9728-3140-017-086	NN F	269.34	269.35					
1554	PO-131301	03/01/2013	IN 0076184			1	01-0000-0-4300-105-0000-7200-005-000	NN F	68.26	64.81					
TOTAL PAYMENT AMOUNT									434.03 *	434.03					
014103/00	HARTSELLE, RANDY L.														
1568	PO-131314	03/01/2013	H&W OVERPAYMENT			1	01-0000-0-3401-100-1110-1000-000-000	NN F	743.74	743.74					
TOTAL PAYMENT AMOUNT									743.74 *	743.74					
015636/00	HASTIE'S SAND AND GRAVEL														
29	PO-130155	03/01/2013	114348			1	01-8150-0-4300-106-0000-8110-007-000	NN P	923.41	923.41					
TOTAL PAYMENT AMOUNT									923.41 *	923.41					
021148/00	HERNANDEZ, CASEY														
1544	PO-131305	03/01/2013	JAN MILEAGE			1	01-5630-0-5800-601-1220-1000-017-000	NN F	130.18	130.18					
TOTAL PAYMENT AMOUNT									130.18 *	130.18					
010602/00	HI-LINE ELECTRICAL & MECH														
1075	PO-130910	03/01/2013	10217881			1	01-7230-0-4300-112-0000-3600-007-000	NN P	416.89	416.89					
TOTAL PAYMENT AMOUNT									416.89 *	416.89					
017002/00	HOME DEPOT CREDIT SERVICES														
31	PO-130017	03/01/2013	66690189191			1	01-8150-0-4300-106-0000-8110-007-000	NN P	10.32	10.32					
1181	PO-130993	03/01/2013	6669 08 89378			1	01-0000-0-4300-106-0000-8110-007-000	NN P	142.43	142.43					
TOTAL PAYMENT AMOUNT									152.75 *	152.75					
021775/00	HOME DEPOT SUPPLY														
32	PO-130018	03/01/2013	9120563146/9120396372			1	01-8150-0-4300-106-0000-8110-007-000	NN P	50.97	50.97					
TOTAL PAYMENT AMOUNT									50.97 *	50.97					

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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				
018343/00	JBEILY, TAMI						
1590 PO-131341	03/01/2013	REIMB	1 01-3010-0-5200-103-1110-1000-003-822 NN F			24.00	24.00
TOTAL PAYMENT AMOUNT						24.00 *	24.00
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO						
36 PO-130113	03/01/2013	27-S1834301.001	1 01-8150-0-4300-106-0000-8110-007-000 NN F			69.81	387.44
TOTAL PAYMENT AMOUNT						387.44 *	387.44
015080/00	LILLY PROPERTIES INC						
276 PO-130234	03/01/2013	0207132	1 01-0000-0-5550-106-0000-8110-007-000 NN P			544.34	544.34
TOTAL PAYMENT AMOUNT						544.34 *	544.34
022335/00	LOFTUS, MARK						
1539 PO-131293	03/01/2013	REIMB	1 01-0000-0-5210-103-1110-1004-003-000 NN F			29.38	29.38
TOTAL PAYMENT AMOUNT						29.38 *	29.38
022230/00	MANAGED HEALTH NETWORK						
248 PO-130211	03/01/2013	3200045444	1 01-0000-0-3401-100-1110-1000-000-000 NN P			1,197.90	1,197.90
TOTAL PAYMENT AMOUNT						1,197.90 *	1,197.90
022406/00	MAXIM HEALTHCARE SERVICES INC						
1328 PO-131109	03/01/2013	13802730262	1 01-0000-0-5800-102-0000-3140-003-000 NN P			3,084.00	3,084.00
TOTAL PAYMENT AMOUNT						3,084.00 *	3,084.00
011781/00	NEXTED						
1540 PO-131294	03/01/2013	PTLW TOZZI JORDAN	1 01-0029-0-5200-472-1110-1000-014-000 NN F			100.00	100.00
TOTAL PAYMENT AMOUNT						100.00 *	100.00
015787/00	O'REILLY AUTO PARTS						
1076 PO-130915	03/01/2013	3558-216029	1 01-7230-0-4300-112-0000-3600-007-000 NN P			3.73	3.73
1076 PO-130915	03/01/2013	3558-215927	1 01-7230-0-4300-112-0000-3600-007-000 NN P			32.91	32.91
1076 PO-130915	03/01/2013	3558-216858	1 01-7230-0-4300-112-0000-3600-007-000 NN P			284.85	284.85

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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
TOTAL PAYMENT AMOUNT							321.49 *					321.49
017576/00 OFFICE DEPOT/BUS.SERVICES DIV												
1479	PO-131240	03/01/2013	644432264001									
1492	PO-131250	03/01/2013	646449475001									
1492	PO-131250	03/01/2013	646449476001									
1478	PO-131261	03/01/2013	646449871001									
					1	01-0000-0-4400-238-1110-1000-010-777	NN	F	586.52		586.52	
					1	01-0000-0-4300-238-1110-1000-010-777	NN	P	62.47		62.47	
					1	01-0000-0-4300-238-1110-1000-010-777	NN	F	4.01		3.91	
					1	01-6500-0-4300-102-5770-1110-003-000	NN	F	66.36		66.36	
TOTAL PAYMENT AMOUNT							719.26 *					719.26
015373/00 ORIENTAL TRADING COMPANY												
1214	PO-131019	03/01/2013	655230062-01									
					1	01-5640-0-4300-601-9728-3140-017-084	YN	F	190.31		106.99	
TOTAL PAYMENT AMOUNT							106.99 *					106.99
TOTAL USE TAX AMOUNT							8.56					
014544/00 PLACER COUNTY CLERK												
1569	PO-131317	03/01/2013	1112-62									
					1	01-0000-0-5805-120-0000-7110-001-000	NN	F	734.80		734.80	
TOTAL PAYMENT AMOUNT							734.80 *					734.80
014069/00 PLATT ELECTRIC SUPPLY												
1445	PO-131211	03/01/2013	3276931									
					1	01-0000-0-4300-371-0000-2700-012-000	NN	F	107.16		65.08	
TOTAL PAYMENT AMOUNT							65.08 *					65.08
022525/00 POST-IT LLC												
1374	PO-131150	03/01/2013	JAN 2013									
					1	01-0000-0-5800-110-0000-7200-004-000	NN	P	120.00		120.00	
TOTAL PAYMENT AMOUNT							120.00 *					120.00
021194/00 PRUDENTIAL OVERALL SUPPLY INC												
91	PO-130061	03/01/2013	180149542									
91	PO-130061	03/01/2013	180150004									
					1	01-7230-0-5600-112-0000-3600-007-000	NN	P	48.90		48.90	
					1	01-7230-0-5600-112-0000-3600-007-000	NN	P	48.90		48.90	
TOTAL PAYMENT AMOUNT							97.80 *					97.80

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0044 3/1/2013  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount					
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
018509/00	QUINTESSENTIAL SCHOOL SYSTEMS															
	1593 PO-131337	03/01/2013	0304513-IN													
						1	01-0000-0-9330-000-0000-0000-000	NN	F						54,481.02	54,481.02
																54,481.02
011238/00	RELIABLE TIRE															
	92 PO-130062	03/01/2013	101502/101432/102097													
						1	01-7230-0-4300-112-0000-3600-007-000	NN	P						715.08	715.08
																715.08
017657/00	RENAISSANCE LEARNING INC.															
	1480 PO-131237	03/01/2013	INV 3979999													
						1	01-6300-0-4300-371-1110-1000-012-000	NN	F						204.59	204.59
																204.59
010546/00	RIVERSIDE PUBLISHING CO.															
	1469 PO-131229	03/01/2013	949143996													
						1	01-6500-0-4300-102-5770-1110-003-000	NN	F						415.21	415.21
																415.21
010627/00	RIVERVIEW INTERNATIONAL TRUCKS															
	881 PO-130741	03/01/2013	788452													
						1	01-7230-0-4300-112-0000-3600-007-000	NN	P						153.61	153.61
																153.61
010242/00	RUSSEL WARNER INC ROTO ROOTER															
	1323 PO-131105	03/01/2013	SA80274													
						1	01-8150-0-5600-106-0000-8110-007-000	NN	P						419.60	419.60
																419.60
010315/00	SAC CO OFFICE OF ED FIN SVCS															
	1524 PO-131304	03/01/2013	131053													
	1542 PO-131315	03/01/2013	131026													
						1	01-3010-0-5800-103-1110-1000-003-822	NN	F						2,750.00	2,750.00
						1	01-3010-0-5200-234-1110-1000-008-000	NN	F						700.00	700.00
																3,450.00

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0044 3/1/2013  
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			
015141/00		SAC METROPOLITAN AIR QUALITY						
1533 PO-131290	03/01/2013	1213-04-00040			1 01-7230-0-5800-112-0000-3600-007-000 NN F		874.00	874.00
					TOTAL PAYMENT AMOUNT		874.00 *	874.00
010552/00		SAC VAL JANITORIAL						
155 PO-130122	03/01/2013	10024626			1 01-0000-0-4300-111-0000-8200-007-000 NN P		1,020.11	1,020.11
1150 PO-130974	03/01/2013	10024919			1 01-0000-0-9320-000-0000-0000-000 NN P		223.02	223.02
1150 PO-130974	03/01/2013	10023194			1 01-0000-0-9320-000-0000-0000-000 NN P		1,642.62	1,642.62
1150 PO-130974	03/01/2013	10023270			1 01-0000-0-9320-000-0000-0000-000 NN P		176.56	176.56
					TOTAL PAYMENT AMOUNT		3,062.31 *	3,062.31
013973/00		SAMBA HOLDINGS INC						
1538 PO-131287	03/01/2013	INV00032421			1 01-7230-0-4300-112-0000-3600-007-000 NN P		44.48	44.48
					TOTAL PAYMENT AMOUNT		44.48 *	44.48
018994/00		SBCSS						
1357 PO-131137	03/01/2013	131129			1 01-0000-0-4200-371-0000-2700-012-000 NN F		146.08	146.08
					TOTAL PAYMENT AMOUNT		146.08 *	146.08
015962/00		SCHMIEDER, KRIS						
1556 PO-131309	03/01/2013	REIMB			1 01-3010-0-4200-240-1110-1000-011-000 NN F		89.17	89.17
1556 PO-131309	03/01/2013	REIMB			2 01-3010-0-5200-240-1110-1000-011-000 NN F		23.00	23.00
					TOTAL PAYMENT AMOUNT		112.17 *	112.17
014786/00		SCHOOL SPECIALTY						
1395 PO-131169	03/01/2013	208109838334			1 01-0000-0-4300-472-0000-2700-014-000 NN F		68.03	57.82
					TOTAL PAYMENT AMOUNT		57.82 *	57.82
010373/00		SCHOOLS INSURANCE AUTHORITY						
488 PO-130386	03/01/2013	2013 UST-KAM.17			1 01-7230-0-5800-112-0000-3600-007-000 NN P		150.00	150.00
					TOTAL PAYMENT AMOUNT		150.00 *	150.00



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0044 3/1/2013  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount			
					FD RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP
021060/00	SHURTLEFF, DIANA												
1583	PO-131331	03/01/2013	REIMB				1	01-5630-0-4300-601-1220-1000-017-000	NN	F	87.94	87.94	87.94
					TOTAL PAYMENT AMOUNT						87.94	*	
020983/00	SIERRA PACIFIC TURF SUPPLY												
1507	PO-131265	03/01/2013	0393852-IN				1	01-0000-0-4300-106-0000-8110-007-000	NN	P	230.38	230.38	230.38
1507	PO-131265	03/01/2013	0393851-IN				1	01-0000-0-4300-106-0000-8110-007-000	NN	P	702.00	702.00	702.00
					TOTAL PAYMENT AMOUNT						932.38	*	
018370/00	STANLEY CONVERGENT SECURITY												
53	PO-130031	03/01/2013	9936712				1	01-0000-0-5800-106-0000-8110-007-000	NN	P	80.88	80.88	80.88
					TOTAL PAYMENT AMOUNT						80.88	*	
020252/00	STAPLES ADVANTAGE												
1464	PO-131225	03/01/2013	3192628533				1	01-0000-0-4300-472-1215-1000-014-000	NN	F	165.23	165.23	165.23
					TOTAL PAYMENT AMOUNT						165.23	*	
020371/00	SUMNER, SHERYL												
1582	PO-131330	03/01/2013	JAN FEB H.H MILEAGE				1	01-6500-0-5210-102-5750-1130-003-000	NN	P	13.56	13.56	13.56
					TOTAL PAYMENT AMOUNT						13.56	*	
021813/00	SUREWEST												
54	PO-130032	03/01/2013	604800-0001				1	01-0000-0-5902-106-0000-8110-007-000	NN	F	520.88	925.36	925.36
					TOTAL PAYMENT AMOUNT						925.36	*	
020075/00	TATYANA SILCHUK												
628	PO-130529	03/01/2013	JAN 2013				1	01-6500-0-5800-102-5770-3600-003-000	NN	P	244.90	244.90	244.90
					TOTAL PAYMENT AMOUNT						244.90	*	

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0044 3/1/2013  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount						
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
014079/00	THYSSENKRUPP ELEVATOR CORP															
		57	PO-130034	03/01/2013	1090125782											
		57	PO-130034	03/01/2013	1090125783											
						1	01-8150-0-5600-106-0000-8110-007-000	NN P							100.33	100.33
						1	01-8150-0-5600-106-0000-8110-007-000	NN P							902.92	902.92
															1,003.25	1,003.25
020297/00	TWIN RIVERS UNIFIED SCH DIST															
		1555	PO-131308	03/01/2013	132754											
						1	01-0000-0-5600-472-1801-1000-014-000	NN F							113.00	113.00
															113.00	113.00
016861/00	US GAMES															
		1476	PO-131235	03/01/2013	95180715											
						1	01-0000-0-4300-238-1110-1000-010-777	NN F							94.76	94.76
															94.76	94.76
015018/00	VERHOVETCHI, VEACESLAV															
		1448	PO-131213	03/01/2013	000-113											
		1448	PO-131213	03/01/2013	000-141											
						1	01-7230-0-5800-112-0000-3600-007-000	NN P							12.18	12.18
						1	01-7230-0-5800-112-0000-3600-007-000	NN P							7.80	7.80
															19.98	19.98
016423/00	WALKER, JULIE															
		1547	PO-131297	03/01/2013	REIMB											
						1	01-3410-0-5210-472-1110-1000-003-000	NN F							17.85	17.85
															17.85	17.85
019842/00	WFCB-OSH COMMERCIAL SERVICES															
		1487	PO-131244	03/01/2013	0211151994											
		1487	PO-131244	03/01/2013	0211012452											
		1487	PO-131244	03/01/2013	0211152447											
		1487	PO-131244	03/01/2013	0211153079											
		1487	PO-131244	03/01/2013	0211153193											
		1487	PO-131244	03/01/2013	0211044311											
						1	01-8150-0-4300-106-0000-8110-007-000	NN P							61.20	61.20
						1	01-8150-0-4300-106-0000-8110-007-000	NN P							32.00	32.00
						1	01-8150-0-4300-106-0000-8110-007-000	NN P							36.47	36.47
						1	01-8150-0-4300-106-0000-8110-007-000	NN P							21.57	21.57
						1	01-8150-0-4300-106-0000-8110-007-000	NN P							15.96	15.96
						1	01-8150-0-4300-106-0000-8110-007-000	NN P							22.22	22.22
															189.42	189.42

Vendor/Addr	Remit name	
Req Reference	Date	Description

Tax ID num	Deposit type
------------	--------------

ABA num      Account num  
SIT GOAL FUNC RES DEP T9MP

Liq Amt	Net Amount
---------	------------

017313/00 XEROX CORPORATION

283	PO-130240	03/01/2013	300105442
283	PO-130240	03/01/2013	300105725
311	PO-130260	03/01/2013	300105442
312	PO-130261	03/01/2013	300105442
313	PO-130262	03/01/2013	300105442
314	PO-130263	03/01/2013	300105442
315	PO-130264	03/01/2013	300105442
316	PO-130265	03/01/2013	300105442
317	PO-130266	03/01/2013	300105442
645	PO-130539	03/01/2013	300105442

**TOTAL PAYMENT AMOUNT**

**35,589.13 •**

35,589.13

TOTAL FUND	PAYMENT
TOTAL USE TAX	AMOUNT

160,433.93 \*\*  
44.71

**160,433.93**

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0044 3/1/2013  
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021794/00	EAGLE SOFTWARE INC						
1595 PO-131339	03/01/2013	RN-1164 4/13-3/14	4 09-0700-0-9330-000-0000-000-000 NN F			1,050.00	1,050.00
1595 PO-131339	03/01/2013	RN-1164	3 09-1100-0-5612-503-0000-2700-018-000 NN F			350.00	350.00
TOTAL PAYMENT AMOUNT						1,400.00 *	1,400.00
017313/00	XEROX CORPORATION						
318 PO-130267	03/01/2013	300105442	1 09-1100-0-5612-501-1110-1000-016-000 NN P			100.00	100.00
319 PO-130268	03/01/2013	300105442	1 09-1100-0-5612-501-0000-2700-016-000 NN P			20.00	20.00
319 PO-130268	03/01/2013	300105442	2 09-1100-0-5612-501-1110-1000-016-000 NN P			80.00	80.00
320 PO-130269	03/01/2013	300105442	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						1,700.00 **	1,700.00

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0044 3/1/2013  
FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount				
					FD RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
014203/00	AVIANWEB.COM														
1418	PO-131209	03/01/2013	1210359				1	11-0028-0-4300-601-4130-1000-017-000	YN F	219.39	204.99				
TOTAL PAYMENT AMOUNT										204.99 *	204.99				
TOTAL USE TAX AMOUNT										16.40	204.99				
020981/00	SAVE MART SUPERMARKETS														
438	PO-130403	03/01/2013	2581533				1	11-0030-0-4300-601-4130-1000-017-000	NN P	140.82	140.82				
TOTAL PAYMENT AMOUNT										140.82 *	140.82				
021060/00	SHURTLEFF, DIANA														
1505	PO-131303	03/01/2013	REIMB				1	11-0028-0-4300-601-4130-1000-017-000	NN F	118.79	118.79				
TOTAL PAYMENT AMOUNT										118.79 *	118.79				
017313/00	XEROX CORPORATION														
321	PO-130270	03/01/2013	300105442				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										489.60 **					
TOTAL USE TAX AMOUNT										16.40	489.60				

81 CENTER UNIFIED SCHOOL DIST.  
03012013 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0044 3/1/2013  
FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr Remit name  
Req Reference Date Description  
-----  
018143/00 CHILD DEVELOPMENT CENTERS INC

674 PO-130559 03/01/2013 5030-0113  
674 PO-130559 03/01/2013 5030-0113

Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP						
	1	12-5025-0-5800-100-8500-1000-005-000	NN P		16,465.29	16,465.29
	2	12-6105-0-5800-100-8500-1000-005-000	NN P		20,955.82	20,955.82
TOTAL PAYMENT AMOUNT					37,421.11 *	37,421.11
TOTAL FUND PAYMENT					37,421.11 **	37,421.11

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST

BATCH: 0044 3/1/2013

FUND : 13

CAFETERIA FUND

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Vendor/Addr Remit name  
Reg Reference Date Description

1511 PO-131269 03/01/2013 CHS 325800  
1511 PO-131269 03/01/2013 DU 325920  
1511 PO-131269 03/01/2013 NC 325980  
1511 PO-131269 03/01/2013 OH 325890  
1511 PO-131269 03/01/2013 SP 325950  
1511 PO-131269 03/01/2013 WCR 326010

020098/00 BIG TRAY

136 PO-130100 03/01/2013 730571

017730/00 HARRIS COMPUTER SYSTEMS

1286 PO-131073 03/01/2013 XT 000002188  
1286 PO-131073 03/01/2013 XT 000002189  
1286 PO-131073 03/01/2013 MN 0001554  
1286 PO-131073 03/01/2013 MN 0001571

011219/00 HILLYARD INC.

213 PO-130184 03/01/2013 600576105

022464/00 KASEY, LAURA

1559 PO-131311 03/01/2013 REIMB

016279/00 P&R PAPER SUPPLY

1192 PO-131003 03/01/2013 M49909-00

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

1 13-5310-0-4700-108-0000-3700-007-000 NN P 1,897.80  
1 13-5310-0-4700-108-0000-3700-007-000 NN P 2,126.23  
1 13-5310-0-4700-108-0000-3700-007-000 NN P 1,558.74  
1 13-5310-0-4700-108-0000-3700-007-000 NN P 1,642.38  
1 13-5310-0-4700-108-0000-3700-007-000 NN P 1,322.10  
1 13-5310-0-4700-108-0000-3700-007-000 NN P 2,516.70  
TOTAL PAYMENT AMOUNT 11,063.95 \*

1 13-5310-0-4400-108-0000-3700-007-000 NN P 290.52

TOTAL PAYMENT AMOUNT 290.52 \*

1 13-5310-0-5800-108-0000-3700-007-000 NN P 1,163.43  
1 13-5310-0-5800-108-0000-3700-007-000 NN P 700.94  
1 13-5310-0-5800-108-0000-3700-007-000 NN P 182.64  
1 13-5310-0-5800-108-0000-3700-007-000 NN P 225.00  
TOTAL PAYMENT AMOUNT 2,272.01 \*

1 13-5310-0-4300-108-0000-3700-007-000 NN P 260.80

TOTAL PAYMENT AMOUNT 260.80 \*

1 13-5310-0-4300-108-0000-3700-007-000 NN P 124.63

TOTAL PAYMENT AMOUNT 124.63 \*

1 13-5310-0-4300-108-0000-3700-007-000 NN P 2,736.94

TOTAL PAYMENT AMOUNT 2,736.94 \*

81 CENTER UNIFIED SCHOOL DIST.  
03012013 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0044 3/1/2013  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP											
015276/00	PREMIER FOOD SAFETY										
1566 PO-131316	03/01/2013	BARNES1302210181	1302210182 NE	1	13-5310-0-5200-108-0000-3700-007-000	NN F				278.00	278.00
TOTAL PAYMENT AMOUNT										278.00 *	278.00
021194/00	PRUDENTIAL OVERALL SUPPLY INC										
137 PO-130101	03/01/2013	180150002			1	13-5310-0-5800-108-0000-3700-007-000	NN P			73.52	73.52
137 PO-130101	03/01/2013	180149541			1	13-5310-0-5800-108-0000-3700-007-000	NN P			73.52	73.52
TOTAL PAYMENT AMOUNT										147.04 *	147.04
016043/00	SHELTONS UNLIMITED MECHANICAL										
369 PO-130308	03/01/2013	13-12006			1	13-5310-0-5600-108-0000-3700-007-000	NY P			257.63	257.63
TOTAL PAYMENT AMOUNT										257.63 *	257.63
015153/00	SHIRTS UNLIMITED LLC										
1557 PO-131310	03/01/2013	4383			1	13-5310-0-5800-108-0000-3700-007-000	NN F			1,000.00	985.36
TOTAL PAYMENT AMOUNT										985.36 *	985.36
020462/00	STAPLES ADVANTAGE										
612 PO-130520	03/01/2013	115729815			1	13-5310-0-4300-108-0000-3700-007-000	NN P			68.21	68.21
TOTAL PAYMENT AMOUNT										68.21 *	68.21
TOTAL FUND PAYMENT										18,485.09 **	18,485.09





*Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> _____
<b>To:</b> Board of Trustees	<b>Information Item</b> _____
<b>Date:</b> March 20, 2012	<b># Attached Pages</b> _____
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal/Administrator Initials:</b> _____	

**SUBJECT: Resolution #6/2012-13: Resolution of the Board of Education of the Center Joint Unified School District Initiating the Transfer of the Territory from the Center Joint Unified School District to the Roseville Joint Union High School District and the Roseville City School District and the Transfer of Territory from the Roseville Joint Union High School District and the Roseville City School District of the Center Joint Unified School District**

**RECOMMENDATION: CJUSD Board of Trustees approve Resolution #6/2012-13: Resolution of the Board of Education of the Center Joint Unified School District Initiating the Transfer of the Territory from the Center Joint Unified School District to the Roseville Joint Union High School District and the Roseville City School District and the Transfer of Territory from the Roseville Joint Union High School District and the Roseville City School District of the Center Joint Unified School District.**

RESOLUTION # 6/2012-13

RESOLUTION OF THE BOARD OF EDUCATION OF THE CENTER JOINT UNIFIED SCHOOL DISTRICT INITIATING THE TRANSFER OF TERRITORY FROM THE CENTER JOINT UNIFIED SCHOOL DISTRICT TO THE ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT AND THE ROSEVILLE CITY SCHOOL DISTRICT AND THE TRANSFER OF TERRITORY FROM THE ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT AND THE ROSEVILLE CITY SCHOOL DISTRICT TO THE CENTER JOINT UNIFIED SCHOOL DISTRICT

WHEREAS, the Center Joint Unified School District ("CJUSD") is located in Placer and Sacramento Counties in the State of California and is governed by a Board of Education known as the Board of Education of the Center Joint Unified School District;

WHEREAS, CJUSD has undertaken to study the feasibility of transferring to the Roseville Joint Union High School District ("RJUHSD") and the Roseville City School District ("RCSD") uninhabited territory located in a portion of CJUSD and more particularly described in **Exhibit A**, attached hereto;

WHEREAS, CJUSD has also undertaken to study the feasibility of transferring uninhabited territory located in the Placer County portion of RJUHSD and RCSD to CJUSD, as more particularly described in Exhibit A, attached hereto;

WHEREAS, CJUSD has undertaken said feasibility study on its own behalf;

WHEREAS, the Board of Education has made factual determinations as set forth in the accompanying "Statement of Findings in Support of the Proposed Territory Transfer," which is attached as **Exhibit B** hereto;

WHEREAS, RJUHSD and CJUSD, with the cooperation of the Roseville City School District, seek to jointly initiate the proposed territory transfer; and

WHEREAS, California Education Code section 35700(d) provides that an action to reorganize one or more school districts may be initiated upon the filing with the County Superintendent of Schools a petition signed by a majority of the members of the governing boards of each of the school districts that would be affected by the proposed reorganization.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Center Joint Unified School District, as follows:

1. Pursuant to California Education Code section 35700(d), petition is hereby made, as evidenced by the "Signature Page," attached hereto, for the transfer of certain uninhabited territory from RJUHSD and RCSD to CJUSD and from CJUSD to RJUHSD and RCSD. The territory to be transferred is located within Placer County and is more particularly described as "Exhibit A," attached hereto. A map of the territory is set forth in an exhibit marked as "**Exhibit**

A” and filed with the County Superintendent of Schools for Sacramento County as an additional exhibit attached hereto.

2. The transfer of territory as petitioned herein will result in a modification of the boundaries of RJUHSD, RCSD and CJUSD. The boundaries as modified, shall be set forth in exhibits to be prepared and submitted at a later time. Such exhibits shall be prepared by staff and marked as Exhibits “C” and “D” respectively, and filed with the County Superintendent of Schools for Sacramento County as additional exhibits hereto and incorporated herein by reference.

3. Upon approval by the majority of members of the Governing Board of CJUSD of a resolution initiating the proposed territory transfer, CJUSD’s Superintendent shall submit a copy of this resolution and all pertinent exhibits and supplements contemplated herein to the County Superintendent of Schools of Sacramento County pursuant to Education Code 35700.

4. The Superintendent and his designees, are hereby authorized and directed, for and in the name of and on behalf of CJUSD, to execute and deliver any and all such documents, to do any and all things and take any and all actions that may be necessary or advisable, in their discretion, in order to carry out the purposes of this resolution. All actions heretofore taken by officers, employees, and agents of CJUSD that are in conformity with the purpose and intent of this resolution are hereby approved, confirmed, and ratified.

APPROVED, PASSED AND ADOPTED this 20th day of March, 2013 by the following vote of the Board of Education of the Center Joint Unified School District.

AYES	_____
NOES	_____
ABSENT	_____
ABSTAIN	_____

BOARD OF EDUCATION OF THE  
CENTER JOINT UNIFIED SCHOOL DISTRICT

---

President of the Board of Education

[Seal]

Attest:

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Clerk of the Board of Education

## **SIGNATURE PAGE**

---

Nancy Anderson, Member

---

Jeremy Hunt, Clerk

---

Kelly Kelley, Member

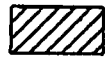
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Delrae M. Pope, Member

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Donald E. Wilson, President

# Exhibit A

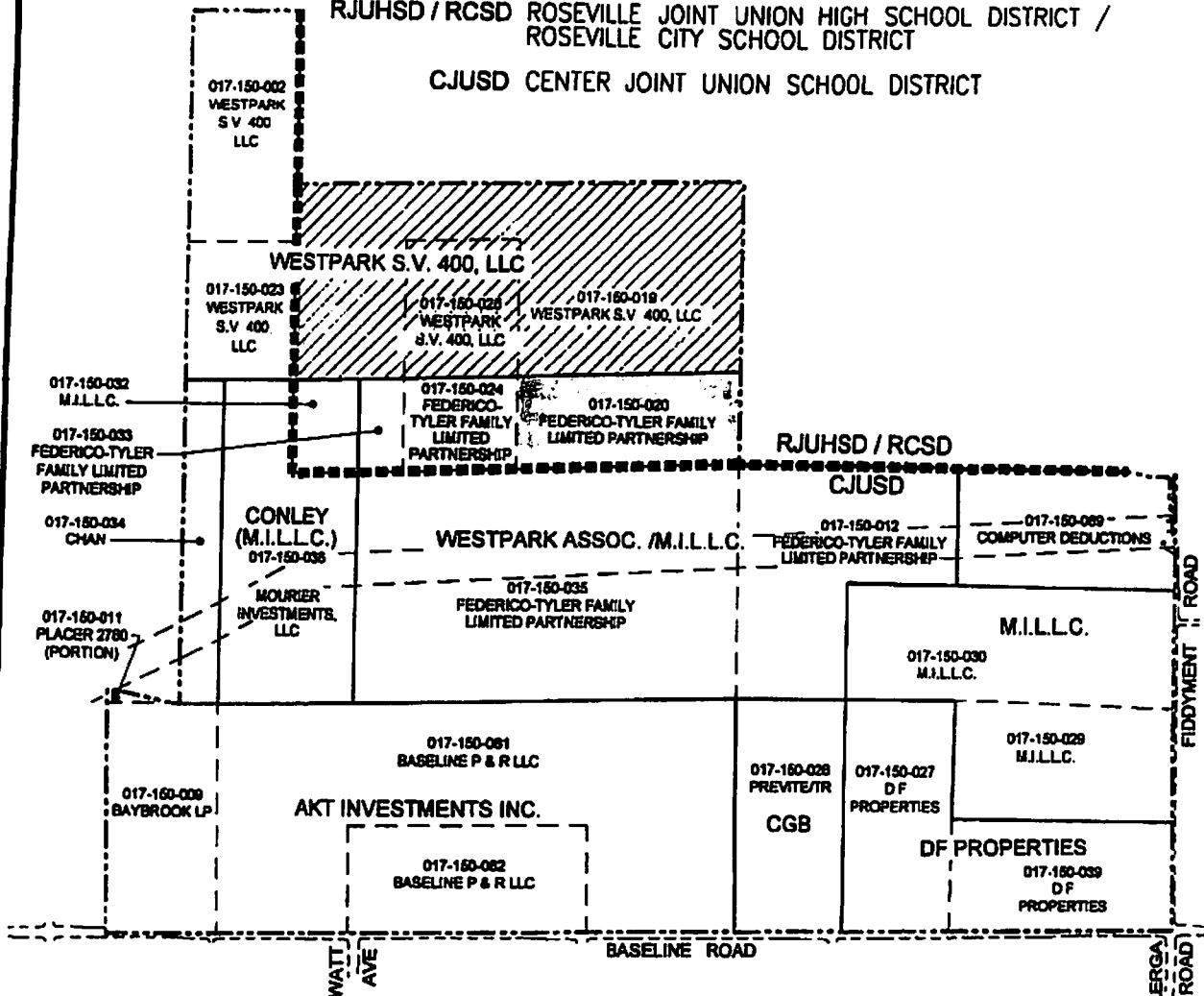


LANDS OF WESTPARK S.V. 400, LLC

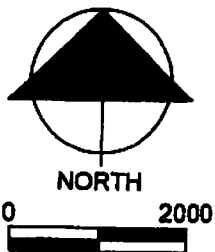
----- SCHOOL DISTRICT BOUNDARY

RJUHSD / RCSD ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT /  
ROSEVILLE CITY SCHOOL DISTRICT

CJUSD CENTER JOINT UNION SCHOOL DISTRICT



## LOCATION MAP



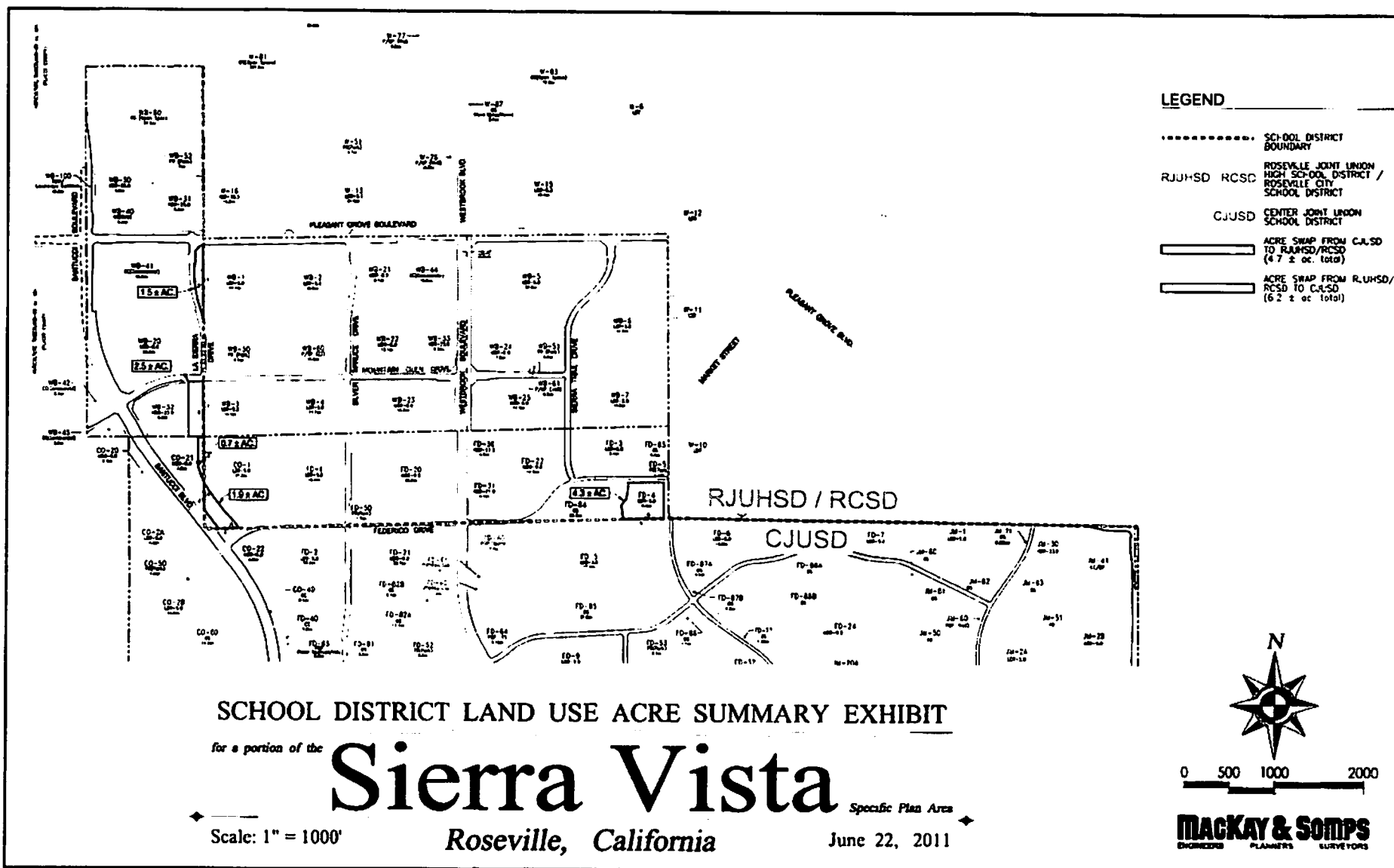
SHEET 1 OF 1

LANDS OF WESTPARK S.V. 400, LLC  
SIERRA VISTA SPECIFIC PLAN  
ROSEVILLE CALIFORNIA

**Mackay & Somp**

ENGINEERS PLANNERS SURVEYORS  
1632 Eureka Road, Suite 100, Roseville, CA 95661 (916) 773-1189

BWB	1"=2000'	10/11/11	18254.SPO
DRAWN BY	SCALE	DATE	JOB NO.



## **Exhibit “B”**

### **Statement of Findings In Support of the Proposed Territory Transfer**

**I. ADEQUACY OF STUDENT ENROLLMENT** [Education Code § 35753(a)(1); Title 5, CCR, §18573(a)(1)(A),(B).]

When territory transfers between school districts is proposed, it must be determined that the reorganized districts will be adequate in terms of the number of students enrolled.

The proposed territory transfer would have no current impact on student enrollment for the Center Joint Unified School District since the areas proposed for transfer are uninhabited.

**II. THE TERRITORY TRANSFER IS PROPOSED ON THE BASIS OF A SUBSTANTIAL COMMUNITY IDENTITY** [Education Code § 35753(a)(2); Title 5, CCR, § 18573(a)(2).]

When a new district is created by reorganization, it must be determined whether the new district is organized on the basis of community identity. While the proposed territory transfers between the Roseville City School District, the Roseville Joint Union High School District and the Center Joint Unified School District will not result in the creation of a new district, it is significant nonetheless that community identity is a critical aspect of the proposed territory transfer.

The territory transfer is supported by city of Roseville and the land developer. The transfer is being proposed so that school district boundaries will conform to current future property and future street boundaries while creating as close to a “net zero” impact as possible on the school districts in terms of the number of housing units being transferred..

**III. THE PROPOSED TERRITORY TRANSFER WILL RESULT IN EQUITABLE DIVISIONS OF PROPERTY AND FACILITIES OF THE ROSEVILLE CITY SCHOOL DISTRICT, THE ROSEVILLE JOINT UNION SCHOOL DISTRICT AND THE CENTER JOINT UNIFIED SCHOOL DISTRICT** [Education Code § 35753(a)(3); Title 5, CCR, §18573(a)(3).]

The territory proposed for transfer does not contain any school buildings or other personal property of any of the school districts for which division is necessary.

The Roseville School District has outstanding bonded indebtedness of \$49,230,137 with bonds originally issued in 1992 and 2002. The bonds have maturity dates ranging from 2014 to 2029. The Roseville Joint Union High School District has outstanding bonded indebtedness of \$126,557,476 with bonds originally issued in 1992, 2004 and 2007. The



bonds have maturity dates ranging from 2014 to 2034. The Center Joint Unified School District has outstanding bonded indebtedness of \$38,747,907 with bonds originally issued in 1991 and 2001. These bonds have maturity dates ranging from 2016 to 2031. Since the territory involves only 10.9 acres, with a net difference of only 1.5 acres, and a potential 14 housing units in favor of the Center Joint Unified School District, there will be no resulting inequity.

**IV. THE PROPOSED TERRITORY TRANSFER WILL NOT PROMOTE RACIAL OR ETHNIC DISCRIMINATION OR SEGREGATION [Education Code § 35753(a)(4); Title 5, CCR, § 18573(a)(4).]**

**NOTE:** The following enrollment statistics for sections A and B below are based on CBEDS data for the 2011-12 school year.

**A. Number and Percentage of Pupils in Each Racial and Ethnic Group in the Roseville City School District**

- American Indian: 57 (0.6% of total District enrollment)
- Asian: 643 (6.5% of District enrollment)
- Pacific Islander: 63 (0.6% of District enrollment)
- Filipino: 428 (4.3% of District enrollment)
- Hispanic: 2,061 (20.9% of District enrollment)
- Black: 255 (2.6% of District enrollment)
- White: 6,060 (61.3% of District enrollment)

**B. Number and Percentage of Pupils in Each Racial and Ethnic Group in the Roseville Joint Union High School District**

- American Indian: 79 (0.8% of total District enrollment)
- Asian: 663 (6.6% of District enrollment)
- Pacific Islander: 42 (0.4% of District enrollment)
- Filipino: 279 (2.8% of District enrollment)
- Hispanic: 1,642 (19.3% of District enrollment)
- Black: 401 (4.0% of District enrollment)
- White: 6,392 (63.6% of District enrollment)

**C. Number and Percentage of Pupils in Each Racial and Ethnic Group of the Center Joint Unified School District**

- American Indian: 56 (1.2 % of total District enrollment)
- Asian: 381 (7.9% of District enrollment)
- Pacific Islander: 61 (1.3% of District enrollment)
- Filipino: 129 (2.7% of District enrollment)
- Hispanic: 1,002 (20.7% of District enrollment)
- Black: 624 (12.9% of District enrollment)

- White: 2,375 (49.0% of District enrollment)

There should be no change in the ethnic makeup of any of the schools district as a result of this territory transfer.

**V. EFFECT OF THE PROPOSED TERRITORY TRANSFER ON COSTS TO THE STATE** [Education Code § 35753(a)(5); Title 5, CCR, § 18573(a)(1).]

Based on available data, the Center Joint Union School District does not anticipate that the territory transfer, if approved, would increase any costs to the State. There are no students presently in the area proposed for transfer.

Further, the Center Joint Union School District does not anticipate that the proposed territory transfer would have any impact whatsoever on the any “Categorical Funds” currently received from the state.

**VI. THE TERRITORY TRANSFER WILL NOT SIGNIFICANTLY DISRUPT DISTRICT-WIDE OR SCHOOL SITE EDUCATIONAL PROGRAMS** [Education Code § 35753(a)(6); Title 5, CCR, § 18573(a)(5).]

Because the area involved in the proposed territory transfer is uninhabited, the territory transfer will not significantly disrupt district-wide or school-site educational programs.

**VII. EFFECT ON SCHOOL HOUSING COSTS** [Education Code § 35753(a)(7).]

The proposed territory transfer would have no impact on school housing costs.

**VIII. THE PROPOSED TERRITORY TRANSFER IS NOT PRIMARILY DESIGNED TO RESULT IN A SIGNIFICANT INCREASE IN PROPERTY VALUES** [Education Code § 35753(a)(8).]

The proposed territory transfer involves a very small area and is not intended to result in any increase in property values.

**IX. THE PROPOSED TERRITORY TRANSFER WILL NOT NEGATIVELY AFFECT THE FISCAL MANAGEMENT OR FISCAL STATUS OF THE CENTER JOINT UNIFIED SCHOOL DISTRICT** [Education Code § 35753(a)(9).]

The proposed territory transfer, if approved, would have no impact on the fiscal management or fiscal status of the Center Joint Unified School District.

**X. EFFECT OF THE PROPOSED TERRITORY TRANSFER ON CENTER JOINT UNIFIED SCHOOL DISTRICT EMPLOYEES** [Education Code § 35753(a)(10).]

The proposed territory transfer would have no impact on employees of the Center Joint Unified School District.

**XI. ENVIRONMENTAL IMPACTS OF THE PROPOSED TERRITORY TRANSFER**  
[Education Code § 35753(a)(10); School District Reorganization Handbook.]

The shifting of boundaries as proposed in the territory transfer would have no environmental impact.

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept/Site:** Business Department

**Date:** 03/20/13

**Action Item**   **X**  

**To:** Board of Trustees

**Information Item.**

**From:** Jeanne Bess   
Director of Fiscal Services

**# Attached Page**

**SUBJECT:**

**Second Interim Report  
For Fiscal Year 2012/13**

Jeanne Bess, Director of Fiscal Services, is presenting the 2012/13 Second Interim report for approval. This report is based on all known budget guidelines set forth by the State and School Services of California. The expenditure and revenue activity covers the period of July 1, 2012, through January 31, 2013. Included in the discussion will be the use of the funds received through the Education Protection Act (EPA) which is a component of Proposition 30.

**RECOMMENDATION:** To approve the 2012/13 Second Interim Report as presented.

## Center Joint Unified School District

To: Board of Trustees  
Mr. Scott Loehr, Superintendent

From: Jeanne Bess, Director of Fiscal Services

Date: March 20, 2013

Subject: 2012/13 Second Interim Assumptions and  
Multiyear Projection Assumptions



The following information was used to prepare the second interim for the 2012/13 fiscal year. These assumptions are a result of actual expenses through January 31, 2013 and the recommendations that were put forth from School Services of California.

### **Budget Year**

The budget **revenue** projections for 2012/13 fiscal year were built using the following assumptions.

- a. ADA was based on prior year P-2 for the budget year. We will be funded for 4,493.39 ADA (average daily attendance). This amount follows the trends of the past several years and indicates that we are still a declining enrollment district.
- b. Revenue Limit funding is based on the guidelines from School Services of California. For fiscal year 2012/13, the deficit rose to 22.272% to offset the 3.24% COLA.
- c. Federal revenues on the restricted side decreased slightly as the Federal awards are subject to current year reductions. In addition, the possible 5.9% reductions from sequestration cuts can be absorbed at year end.
- d. Forty two categorical programs that are funded with State revenues are still flexible and are being used to support all educational programs. K-3 class size reduction is budgeted with all classes being assessed the 30% penalty for exceeding the 20.44:1 ratio that would award us full funding.
- e. Local revenues were increased slightly to meet current year trends.
- f. Contributions to encroaching programs include special education and transportation.

The budget **expense** projections for 2012/13 fiscal year were built on the following assumptions.

- a. Step and column adjustments, as well as returned certificated staff since budget adoption are included in the cost calculations. The school year consists of 176 student days and 3 non-student days.
- b. Employee benefits include taxes and health & welfare. The rates for each tax are as follows: STRS (8.25%), PERS (11.417%), mandatory Medicare (1.45%), OASDI (6.2%), State Unemployment Insurance (1.1%), and worker's Compensation (1.632%). Health & welfare costs are calculated individually and include the cost of increases effective January 1, 2013.
- c. Books & supply budgets in total rose slightly to account for current year needs.
- d. Services and other expenses rose slightly for as current year adjustment are made.
- e. There have been purchases of a trailer and other maintenance needs out of capital outlay. No other expenses are planned at this time for capital outlay.
- f. Other outgo and Indirect Costs still shows a partial pass through of expected funds to deferred maintenance and adult education.
- g. The contribution to Routine Maintenance was held at approximately 2% of General Fund expenditures.

#### **Cash Flow for Fiscal Year 2012/13**

A consideration of increasing importance to a qualified report is the District's cash flow. Not only are resources in short supply but cash flow is critical. The District's increasing dependency on short term loans is a double edged sword. Without a TRAN (tax revenue anticipation note) we do not have the resources to sustain the District's needs, including payroll. With the loan, we are subject to the added cost of operating the District due to the State's lack of timely apportionments. Either way, the District needs to scrutinize each purchase and allow only the most necessary requests. Even with the passage of Prop 30 during the November election, apportionments are still being deficted and cash is still being deferred. The cash that will ultimately flow to the districts as a result of Prop 30, does not have a funding method in place to assure timely apportionments to help cash. Fiscal year 2012/13 will continue to be a challenge.

### **Multiyear Projections**

The multiyear **revenue** projections for 2013/14 and 2014/15 fiscal years were built using the following assumptions.

- a. ADA was based on the funding loss as a result of the continued decline of 60 students for 2013/14 and held steady for 2014/15.
- b. Revenue Limit funding is based on the COLA presented on School Services Dartboard. The deficit limit was increased to offset the COLA of 1.65% for 2013/14. The projected 2.2% COLA for 2014/15 was included in the revenues.
- c. Federal revenues may see an 8.2% reduction. For 2014/15, federal revenues were held steady.
- d. State revenues for the out years for lottery and K-3 CSR were adjusted to match current trends for the district. However, at this time the funding flexibility for K-3 CSR is set to expire in 14/15. Since the District does not have the resources to revert to the requirements for 20.44:1, the funding was eliminated for that program. This amounted to just under \$700,000. All other flexible categorical funding is being used to best serve the needs of the students. No consideration was made for the possible new Local Control Funding Formula (LCFF) proposed by the governor.
- e. Other local revenues were reduced for 2013/14 and 2014/15 to reflect current trends.
- f. Contributions are limited to those going from the unrestricted side of the budget to the restricted side. Contributions are needed in the area of Special Education and Transportation.

The multiyear **expenditure** projections for 2013/14 and 2014/15 fiscal years were built using the following assumptions.

- a. Certificated salaries are increased year-over-year due to the increase costs for step and column. Other adjustments for 2013/14 reflect the cost to return 4 furlough days from the budget year. Fiscal year 2014/15 shows reductions that would need to be made to equal a reduction in Federal funding.
- b. Classified salaries are treated the same as certificated. Step increases were included as was the cost of returning furlough days from 2012/13. A possible reduction would also be made to classified staff as a result of the reduction of Federal program funding.
- c. Employee benefits, including taxes, are figured based on the rates used for budget year 2012/13. Those rates are stated above. Approximately \$100,000 was added to each of the out years to account for increases to health and welfare costs.
- d. Books and supply budgets have been reduced to minimal levels and held steady for the out years.
- e. Services and other operating expenses were also held steady.
- f. There are no planned capital outlay expenditures.
- g. All other outgo has been held steady for the out years.

### **Multiyear Reductions**

The passage of Prop 30 in November is designed to improved cash flow outlooks for fiscal year 2013/14 and 2014/15 but has not eliminated our budget and cash issues. The District continues to have a structural deficit that results in spending more than we are receiving during all three years represented on the multiyear projection. We do, however, show a fully reserved budget for the current year and next fiscal year. The 2014/15 year is contingent on the reductions that are taken during the 2013/14 fiscal year and the results of Legislative action regarding the Local Control Funding Formula (LCFF).

If the Governor's proposal for the LCFF passes the Legislature, the new funding plan could pass additional funds to the District. The amount of funds has yet to be determined. Since the District was to be held "harmless" next year (receiving the same funding amounts as in 12/13), existing methodology was used to determine award levels.

To summarize, the assumptions used for this interim report were made on the results of the November election and the guidance of School Services of California and **not** the proposed LCFF. Even with the passage of the Governor's tax initiative, there is no new money for education at this time. It will help with the cash flow by decreasing the deferral of apportionments to districts and, therefore, reducing the amount of money we will need to borrow to survive these tough economic times. The Governor's May Revised Budget for 2013/14 should be clearer for budgeting the out year's.

## **Other Funds**

### **Fund 09**

Center Joint Unified School District is the sponsoring authority for two charter schools in the District. Antelope View Charter School (AVCS) is an independent study school and Global Youth (GY) is a seat based school. Both charter schools are reported in Fund 09. Each school is identified by a unique resource code and location indicator.

AVCS was budgeted assuming an average daily attendance of 53. There have been significant personnel reductions for the budget year as the school reverts to its original Independent Study format. The budget also includes the reduction of \$48,500 for the 2nd of 8 years of payback for the 2006/07 audit finding.

GY is budgeted using an expected ADA of 117 students. Global Youth is seeing an increase in ADA with the inclusion of grade 6-12. Additional staff has been added to accommodate the increased ADA.

### **Fund 11**

The Adult Education fund is operating with a reduced budget and program adjustments. Since the Governor's proposal to pass the responsibility of providing Adult Education from school districts to community colleges is not yet approved by the Legislature, the funding for our program remains in place.



#### Fund 12

The Child Development fund is operating as a revenue neutral fund. No contributions are made from the General Fund.

#### Fund 13

The cafeteria fund is expected to be self sustaining but is also experiencing budget challenges. Sales are down and food costs continue to rise. A carryover of approximately \$180,000 is available along with current year revenues. Cash flow is sometimes negative due to the timing of reimbursements from the state and federal reimbursement programs. Our Federal Lunch Program continues to be the major source of revenue to the program since the percentage of free and reduced meals continues to increase.

#### Fund 14

The Deferred Maintenance Fund is operating with limited funds for the budget year. At this time, the pass-through of half of the State allocation for deferred maintenance is planned. Prior year carryover is also available for deferred maintenance needs. This program also could see some funding changes as a result of LCFF but are still to be determined.

#### Fund 17

The Special Reserve fund is covering the shortfall in the Developer Fee fund as needed with the remaining \$1 million available for one-time needs.

#### Fund 21

The fund balance continues to support the construction projects of the District. No bonds sales are anticipated for the budget year.

#### Fund 25

While this fund continues to be negative, Fund 17 holds the reserve to cover the shortfall until new developments that are planned begin to generate contributions.

#### Fund 35

The County School Facilities Fund shows a positive balance as a result of funds received for future school construction planning expenses. No major activity is anticipated for the budget year.

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	20,051,105.00	22,108,908.00	10,303,946.76	22,108,908.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	823.00	822.29	823.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,364,073.00	3,413,662.00	1,558,707.51	3,413,662.00	0.00	0.0%
4) Other Local Revenue		8600-8799	250,000.00	344,147.00	253,675.18	344,147.00	0.00	0.0%
5) TOTAL, REVENUES			23,665,178.00	25,867,540.00	12,117,151.74	25,867,540.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	12,432,671.00	12,406,554.00	7,467,668.12	12,406,554.00	0.00	0.0%
2) Classified Salaries		2000-2999	3,038,941.00	3,041,691.00	1,744,953.54	3,041,691.00	0.00	0.0%
3) Employee Benefits		3000-3999	4,669,898.00	4,701,152.00	2,606,394.46	4,701,152.00	0.00	0.0%
4) Books and Supplies		4000-4999	330,872.00	398,067.50	130,307.68	398,067.50	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,838,298.00	2,930,395.50	1,707,207.99	2,930,395.50	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	6,500.00	6,479.14	6,500.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	61,000.00	59,494.00	47,717.76	59,494.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(179,454.00)	(170,998.00)	0.00	(170,998.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			23,192,226.00	23,372,856.00	13,710,728.69	23,372,856.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			472,952.00	2,494,684.00	(1,593,576.95)	2,494,684.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	1,000,000.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	166,864.00	166,864.00	0.00	166,864.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,921,626.00)	(2,991,870.00)	6,918.00	(2,991,870.00)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,088,490.00)	(3,158,734.00)	6,918.00	(3,158,734.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,615,538.00)	(664,050.00)	(1,586,658.95)	(664,050.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,302,936.40	3,302,936.40		3,302,936.40	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,302,936.40	3,302,936.40		3,302,936.40		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,302,936.40	3,302,936.40		3,302,936.40		
2) Ending Balance, June 30 (E + F1e)			1,687,398.40	2,638,886.40		2,638,886.40		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,000.00	10,000.00		10,000.00		
Stores		9712	29,056.92	40,638.00		40,638.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,053,555.00	1,100,000.00		1,100,000.00		
Unassigned/Unappropriated Amount		9790	594,786.48	1,488,248.40		1,488,248.40		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>REVENUE LIMIT SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	16,539,098.00	18,946,414.00	7,740,919.00	18,946,414.00	0.00	0.0%
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	(143,060.13)	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	55,183.00	53,153.00	21,634.38	53,153.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	3,933,758.00	3,794,275.00	2,021,669.29	3,794,275.00	0.00	0.0%
Unsecured Roll Taxes		8042	150,615.00	140,394.00	142,232.76	140,394.00	0.00	0.0%
Prior Years' Taxes		8043	208,055.00	78,577.00	20,787.80	78,577.00	0.00	0.0%
Supplemental Taxes		8044	15,700.00	18,714.00	(2,732.00)	18,714.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	682,650.00	610,734.00	502,307.08	610,734.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	654.00	654.00	188.58	654.00	0.00	0.0%
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, Revenue Limit Sources			21,583,713.00	23,642,915.00	10,303,946.76	23,642,915.00	0.00	0.0%
<b>Revenue Limit Transfers</b>								
Unrestricted Revenue Limit								
Transfers - Current Year	0000	8091	(1,380,435.00)	(1,380,435.00)	0.00	(1,380,435.00)	0.00	0.0%
Continuation Education ADA Transfer	2200	8091						
Community Day Schools Transfer	2430	8091						
Special Education ADA Transfer	6500	8091						
All Other Revenue Limit								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	47,506.00	46,107.00	0.00	46,107.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(199,679.00)	(199,679.00)	0.00	(199,679.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			20,051,105.00	22,108,908.00	10,303,946.76	22,108,908.00	0.00	0.0%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB/IASA	3000-3009, 3011-3024, 3026-3299, 4000-4034, 4036-4139, 4202, 4204-4215, 5510	8290						
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290						
NCLB: Title I, Part D, Local Delinquent Program	3025	8290						
NCLB: Title II, Part A, Teacher Quality	4035	8290						
NCLB: Title III, Immigration Education Program	4201	8290						
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290						
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290						
Vocational and Applied Technology Education	3500-3699	8290						
Safe and Drug Free Schools	3700-3799	8290						
Other Federal Revenue	All Other	8290	0.00	823.00	822.29	823.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>823.00</b>	<b>822.29</b>	<b>823.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Community Day School Additional Funding								
Current Year	2430	8311						
Prior Years	2430	8319						
ROC/P Entitlement								
Current Year	6355-6360	8311						
Prior Years	6355-6360	8319						
Special Education Master Plan								
Current Year	6500	8311						
Prior Years	6500	8319						
Home-to-School Transportation	7230	8311						
Economic Impact Aid	7090-7091	8311						
Spec. Ed. Transportation	7240	8311						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	689,724.00	689,724.00	171,929.00	689,724.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	0.00	3,010.00	3,010.00	3,010.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	525,354.00	525,354.00	166,764.51	525,354.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590						
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Drug/Alcohol/Tobacco Funds	6650-6690	8590						
Healthy Start	6240	8590						
Class Size Reduction Facilities	6200	8590						
School Community Violence Prevention Grant	7391	8590						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Quality Education Investment Act	7400	8590						
All Other State Revenue	All Other	8590	2,148,995.00	2,195,574.00	1,217,004.00	2,195,574.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>3,364,073.00</b>	<b>3,413,662.00</b>	<b>1,558,707.51</b>	<b>3,413,662.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-Revenue								
Limit Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	1,550.00	1,550.00	1,550.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	302.00	301.70	302.00	0.00	0.0%
Leases and Rentals		8650	110,000.00	110,000.00	55,522.06	110,000.00	0.00	0.0%
Interest		8660	10,000.00	37,112.00	42,369.96	37,112.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00		
Transportation Services	7230, 7240	8677						
Interagency Services	All Other	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-Revenue Limit (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	100,000.00	115,183.00	73,931.46	115,183.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	30,000.00	80,000.00	80,000.00	80,000.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%

2012-13 Second Interim  
General Fund  
Unrestricted (Resources 0000-1999)  
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000  
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>250,000.00</b>	<b>344,147.00</b>	<b>253,675.18</b>	<b>344,147.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>23,665,178.00</b>	<b>25,867,540.00</b>	<b>12,117,151.74</b>	<b>25,867,540.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	11,039,624.00	10,981,549.00	6,635,149.09	10,981,549.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	198,737.00	203,617.00	116,680.86	203,617.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,091,916.00	1,103,707.00	642,869.05	1,103,707.00	0.00	0.0%
Other Certificated Salaries		1900	102,394.00	117,681.00	72,969.12	117,681.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>12,432,671.00</b>	<b>12,406,554.00</b>	<b>7,467,668.12</b>	<b>12,406,554.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	100,000.00	47,943.00	5,326.96	47,943.00	0.00	0.0%
Classified Support Salaries		2200	1,310,670.00	1,341,286.00	802,387.28	1,341,286.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	208,277.00	209,254.00	119,105.48	209,254.00	0.00	0.0%
Clencal, Technical and Office Salaries		2400	1,342,793.00	1,330,350.00	745,943.84	1,330,350.00	0.00	0.0%
Other Classified Salaries		2900	77,201.00	112,858.00	72,189.98	112,858.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>3,038,941.00</b>	<b>3,041,691.00</b>	<b>1,744,953.54</b>	<b>3,041,691.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	1,025,237.00	1,048,681.00	608,516.07	1,048,681.00	0.00	0.0%
PERS		3201-3202	351,979.00	346,382.00	183,541.43	346,382.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	421,741.00	430,472.00	230,666.18	430,472.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	2,284,879.00	2,283,556.00	1,272,902.84	2,283,556.00	0.00	0.0%
Unemployment Insurance		3501-3502	172,658.00	176,129.00	101,915.41	176,129.00	0.00	0.0%
Workers' Compensation		3601-3602	254,882.00	260,062.00	151,296.53	260,062.00	0.00	0.0%
OPEB, Allocated		3701-3702	20,000.00	20,050.00	4,751.62	20,050.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	47,506.00	46,107.00	0.00	46,107.00	0.00	0.0%
Other Employee Benefits		3901-3902	91,016.00	89,713.00	52,804.38	89,713.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>4,669,898.00</b>	<b>4,701,152.00</b>	<b>2,606,394.46</b>	<b>4,701,152.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	47,399.00	47,931.00	17,318.03	47,931.00	0.00	0.0%
Books and Other Reference Materials		4200	2,450.00	2,835.00	205.79	2,835.00	0.00	0.0%
Materials and Supplies		4300	262,123.00	309,383.50	92,535.78	309,008.50	375.00	0.1%
Noncapitalized Equipment		4400	18,900.00	37,918.00	20,248.08	38,293.00	(375.00)	-1.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>330,872.00</b>	<b>398,067.50</b>	<b>130,307.68</b>	<b>398,067.50</b>	<b>0.00</b>	<b>0.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	34,746.00	29,871.00	3,734.94	29,871.00	0.00	0.0%
Dues and Memberships		5300	18,950.00	25,382.00	22,156.74	25,382.00	0.00	0.0%
Insurance		5400-5450	298,430.00	298,430.00	148,652.50	298,430.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,057,000.00	1,057,000.00	616,109.29	1,057,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	138,100.00	110,414.00	71,481.97	108,414.00	2,000.00	1.8%
Transfers of Direct Costs		5710	(7,266.00)	1,801.00	16,791.54	1,801.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(4,500.00)	(5,367.00)	(5,153.41)	(5,367.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,158,788.00	1,270,994.50	778,033.07	1,272,994.50	(2,000.00)	-0.2%
Communications		5900	144,050.00	141,870.00	55,401.35	141,870.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,838,298.00</b>	<b>2,930,395.50</b>	<b>1,707,207.99</b>	<b>2,930,395.50</b>	<b>0.00</b>	<b>0.0%</b>



2012-13 Second Interim  
General Fund  
Unrestricted (Resources 0000-1999)  
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000  
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	6,500.00	6,479.14	6,500.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>6,500.00</b>	<b>6,479.14</b>	<b>6,500.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	7,048.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	16,000.00	10,735.00	1,535.97	10,735.00	0.00	0.0%
Other Debt Service - Principal		7439	45,000.00	48,759.00	39,133.79	48,759.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>61,000.00</b>	<b>59,494.00</b>	<b>47,717.76</b>	<b>59,494.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	(76,780.00)	(76,636.00)	0.00	(76,636.00)	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(102,674.00)	(94,362.00)	0.00	(94,362.00)	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(179,454.00)</b>	<b>(170,998.00)</b>	<b>0.00</b>	<b>(170,998.00)</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>23,192,226.00</b>	<b>23,372,856.00</b>	<b>13,710,728.69</b>	<b>23,372,856.00</b>	<b>0.00</b>	<b>0.0%</b>

2012-13 Second Interim  
General Fund  
Unrestricted (Resources 0000-1999)  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	1,000,000.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,000,000.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	96,480.00	96,480.00	0.00	96,480.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	70,384.00	70,384.00	0.00	70,384.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			166,864.00	166,864.00	0.00	166,864.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Proceeds</b>								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Long-Term Debt Proceeds</b>								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	(2,921,626.00)	(2,991,870.00)	6,918.00	(2,991,870.00)	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,921,626.00)	(2,991,870.00)	6,918.00	(2,991,870.00)	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			(2,088,490.00)	(3,158,734.00)	6,918.00	(3,158,734.00)	0.00	0.0%

2012-13 Second Interim  
General Fund  
Restricted (Resources 2000-9999)  
Revenue, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	1,380,435.00	1,380,435.00	0.00	1,380,435.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,700,247.00	3,147,612.00	1,054,871.39	3,147,612.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,276,293.00	1,364,257.00	531,534.38	1,364,257.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,981,057.00	2,364,612.00	1,019,683.73	2,364,612.00	0.00	0.0%
5) TOTAL, REVENUES			7,338,032.00	8,256,916.00	2,606,089.50	8,256,916.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	3,530,368.00	3,934,718.00	2,260,971.21	3,934,718.00	0.00	0.0%
2) Classified Salaries		2000-2999	2,625,775.00	2,705,822.00	1,515,033.69	2,705,822.00	0.00	0.0%
3) Employee Benefits		3000-3999	1,987,394.00	2,145,341.00	1,212,829.82	2,145,341.00	0.00	0.0%
4) Books and Supplies		4000-4999	696,444.00	1,312,862.00	319,260.83	1,311,387.00	1,475.00	0.1%
5) Services and Other Operating Expenditures		5000-5999	974,307.00	1,035,016.00	443,140.68	1,036,491.00	(1,475.00)	-0.1%
6) Capital Outlay		6000-6999	0.00	11,135.00	11,133.92	11,135.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	224,633.00	224,633.00	13,005.28	224,633.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	76,780.00	76,636.00	0.00	76,636.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,115,701.00	11,446,163.00	5,775,375.43	11,446,163.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			(2,777,669.00)	(3,189,247.00)	(3,169,285.93)	(3,189,247.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	2,921,626.00	2,991,870.00	(6,918.00)	2,991,870.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,921,626.00	2,991,870.00	(6,918.00)	2,991,870.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			143,957.00	(197,377.00)	(3,176,203.93)	(197,377.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,021,958.79	1,021,958.79		1,021,958.79	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,021,958.79	1,021,958.79		1,021,958.79		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,021,958.79	1,021,958.79		1,021,958.79		
2) Ending Balance, June 30 (E + F1e)			1,165,915.79	824,581.79		824,581.79		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,165,921.79	824,581.79		824,581.79		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(6.00)	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>REVENUE LIMIT SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, Revenue Limit Sources			0.00	0.00	0.00	0.00		
<b>Revenue Limit Transfers</b>								
Unrestricted Revenue Limit Transfers - Current Year	0000	8091						
Continuation Education ADA Transfer	2200	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Community Day Schools Transfer	2430	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education ADA Transfer	6500	8091	1,380,435.00	1,380,435.00	0.00	1,380,435.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	0.00	0.00	0.00	0.00		
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, REVENUE LIMIT SOURCES</b>			<b>1,380,435.00</b>	<b>1,380,435.00</b>	<b>0.00</b>	<b>1,380,435.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	915,217.00	937,234.00	234,308.50	937,234.00	0.00	0.0%
Special Education Discretionary Grants		8182	105,634.00	105,644.00	35,444.00	105,644.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB/IASA	3000-3009, 3011-3024, 3026-3299, 4000-4034, 4036-4139, 4202, 4204-4215, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	1,242,771.00	1,614,103.00	619,943.72	1,614,103.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	135,933.00	133,110.00	57,610.00	133,110.00	0.00	0.0%
NCLB: Title III, Immigration Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	66,801.00	63,203.00	35,255.00	63,203.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	38,408.00	40,661.00	1,993.56	40,661.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue	All Other	8290	195,483.00	253,657.00	70,316.61	253,657.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>2,700,247.00</b>	<b>3,147,612.00</b>	<b>1,054,871.39</b>	<b>3,147,612.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Community Day School Additional Funding								
Current Year	2430	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	2430	8319	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Entitlement								
Current Year	6355-6360	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6355-6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	239,988.00	239,988.00	122,834.00	239,988.00	0.00	0.0%
Economic Impact Aid	7090-7091	8311	594,048.00	593,966.00	237,586.00	593,966.00	0.00	0.0%
Spec. Ed. Transportation	7240	8311	39,842.00	39,842.00	21,914.00	39,842.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	108,753.00	108,753.00	37,861.62	108,753.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590	0.00	2,962.00	220.76	2,962.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%

2012-13 Second Interim  
General Fund  
Restricted (Resources 2000-9999)  
Revenue, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	293,662.00	378,746.00	111,118.00	378,746.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,276,293.00</b>	<b>1,364,257.00</b>	<b>531,534.38</b>	<b>1,364,257.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-Revenue								
Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	75,000.00	75,000.00	60,342.11	75,000.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	12,000.00	12,000.00	6,876.72	12,000.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services	All Other	8677	18,219.00	7,219.00	0.00	7,219.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-Revenue Limit (50%)		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	745.00	744.90	745.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,875,838.00	2,269,648.00	951,720.00	2,269,648.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%

2012-13 Second Interim  
General Fund  
Restricted (Resources 2000-9999)  
Revenue, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			1,981,057.00	2,364,612.00	1,019,683.73	2,364,612.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			7,338,032.00	8,256,916.00	2,606,089.50	8,256,916.00	0.00	0.0%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	2,847,306.00	3,161,352.00	1,808,881.74	3,161,352.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	458,836.00	495,575.00	271,070.60	495,575.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	57,966.00	57,966.00	34,021.25	57,966.00	0.00	0.0%
Other Certificated Salaries		1900	166,260.00	219,825.00	146,997.62	219,825.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>3,530,368.00</b>	<b>3,934,718.00</b>	<b>2,260,971.21</b>	<b>3,934,718.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	1,334,740.00	1,378,396.00	771,040.49	1,378,396.00	0.00	0.0%
Classified Support Salaries		2200	767,830.00	789,386.00	451,948.60	789,386.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	190,259.00	190,259.00	110,984.30	190,259.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	272,303.00	281,221.00	168,363.61	281,221.00	0.00	0.0%
Other Classified Salaries		2800	60,643.00	66,560.00	12,696.69	66,560.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>2,625,775.00</b>	<b>2,705,822.00</b>	<b>1,515,033.69</b>	<b>2,705,822.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	301,594.00	326,968.00	192,022.17	326,968.00	0.00	0.0%
PERS		3201-3202	268,937.00	278,678.00	157,950.74	278,678.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	235,879.00	248,951.00	143,682.20	248,951.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	919,290.00	1,021,878.00	561,756.93	1,021,878.00	0.00	0.0%
Unemployment Insurance		3501-3502	66,674.00	71,451.00	42,614.26	71,451.00	0.00	0.0%
Workers' Compensation		3601-3602	98,879.00	105,968.00	63,318.98	105,968.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	96,141.00	91,447.00	51,484.54	91,447.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>1,987,394.00</b>	<b>2,145,341.00</b>	<b>1,212,829.82</b>	<b>2,145,341.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	2,650.00	9,836.00	6,071.12	10,663.00	(827.00)	-8.4%
Materials and Supplies		4300	661,512.00	1,182,022.00	275,370.45	1,179,720.00	2,302.00	0.2%
Noncapitalized Equipment		4400	32,282.00	121,004.00	37,819.26	121,004.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>696,444.00</b>	<b>1,312,862.00</b>	<b>319,260.83</b>	<b>1,311,387.00</b>	<b>1,475.00</b>	<b>0.1%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	19,918.00	34,234.00	11,773.47	34,234.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	57,200.00	73,408.00	42,633.68	73,783.00	(375.00)	-0.5%
Transfers of Direct Costs		5710	7,266.00	(1,801.00)	(16,791.54)	(1,801.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	888,873.00	928,088.00	405,342.35	929,188.00	(1,100.00)	-0.1%
Communications		5900	1,050.00	1,087.00	182.72	1,087.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>974,307.00</b>	<b>1,035,016.00</b>	<b>443,140.68</b>	<b>1,036,491.00</b>	<b>(1,475.00)</b>	<b>-0.1%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	11,135.00	11,133.92	11,135.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>11,135.00</b>	<b>11,133.92</b>	<b>11,135.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	15,000.00	15,000.00	0.00	15,000.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	196,623.00	196,623.00	0.00	196,623.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments All Other Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	13,010.00	13,010.00	13,005.28	13,010.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>224,633.00</b>	<b>224,633.00</b>	<b>13,005.28</b>	<b>224,633.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	76,780.00	76,636.00	0.00	76,636.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>76,780.00</b>	<b>76,636.00</b>	<b>0.00</b>	<b>76,636.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>10,115,701.00</b>	<b>11,446,163.00</b>	<b>5,775,375.43</b>	<b>11,446,163.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
<b>Proceeds</b>								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Long-Term Debt Proceeds</b>								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	2,921,626.00	2,991,870.00	(6,918.00)	2,991,870.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			2,921,626.00	2,991,870.00	(6,918.00)	2,991,870.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			2,921,626.00	2,991,870.00	(6,918.00)	2,991,870.00	0.00	0.0%

2012-13 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance34 73973 0000000  
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	21,431,540.00	23,489,343.00	10,303,946.76	23,489,343.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,700,247.00	3,148,435.00	1,055,693.68	3,148,435.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,640,366.00	4,777,919.00	2,090,241.89	4,777,919.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,231,057.00	2,708,759.00	1,273,358.91	2,708,759.00	0.00	0.0%
5) TOTAL, REVENUES			31,003,210.00	34,124,456.00	14,723,241.24	34,124,456.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	15,963,039.00	16,341,272.00	9,728,639.33	16,341,272.00	0.00	0.0%
2) Classified Salaries		2000-2999	5,664,716.00	5,747,513.00	3,259,987.23	5,747,513.00	0.00	0.0%
3) Employee Benefits		3000-3999	6,657,292.00	6,846,493.00	3,819,224.28	6,846,493.00	0.00	0.0%
4) Books and Supplies		4000-4999	1,027,316.00	1,710,929.50	449,568.51	1,709,454.50	1,475.00	0.1%
5) Services and Other Operating Expenditures		5000-5999	3,812,605.00	3,965,411.50	2,150,348.67	3,966,886.50	(1,475.00)	0.0%
6) Capital Outlay		6000-6999	0.00	17,635.00	17,613.06	17,635.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	285,633.00	284,127.00	60,723.04	284,127.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(102,674.00)	(94,362.00)	0.00	(94,362.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			33,307,927.00	34,819,019.00	19,486,104.12	34,819,019.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			(2,304,717.00)	(694,563.00)	(4,762,862.88)	(694,563.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	1,000,000.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	166,864.00	166,864.00	0.00	166,864.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			833,136.00	(166,864.00)	0.00	(166,864.00)		

2012-13 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,471,581.00)	(861,427.00)	(4,762,862.88)	(861,427.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,324,895.19	4,324,895.19		4,324,895.19	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,324,895.19	4,324,895.19		4,324,895.19		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,324,895.19	4,324,895.19		4,324,895.19		
2) Ending Balance, June 30 (E + F1e)			2,853,314.19	3,463,468.19		3,463,468.19		
<b>Components of Ending Fund Balance</b>								
a) Nonspendable								
Revolving Cash		9711	10,000.00	10,000.00		10,000.00		
Stores		9712	29,056.92	40,638.00		40,638.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,165,921.79	824,581.79		824,581.79		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,053,555.00	1,100,000.00		1,100,000.00		
Unassigned/Unappropriated Amount		9790	594,780.48	1,488,248.40		1,488,248.40		

2012-13 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>REVENUE LIMIT SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	16,539,098.00	18,946,414.00	7,740,919.00	18,946,414.00	0.00	0.0%
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	(143,060.13)	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	55,183.00	53,153.00	21,634.38	53,153.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	3,933,758.00	3,794,275.00	2,021,669.29	3,794,275.00	0.00	0.0%
Unsecured Roll Taxes		8042	150,615.00	140,394.00	142,232.76	140,394.00	0.00	0.0%
Prior Years' Taxes		8043	206,055.00	78,577.00	20,787.80	78,577.00	0.00	0.0%
Supplemental Taxes		8044	15,700.00	18,714.00	(2,732.00)	18,714.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	682,650.00	610,734.00	502,307.08	610,734.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	654.00	654.00	188.58	654.00	0.00	0.0%
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, Revenue Limit Sources			21,583,713.00	23,642,915.00	10,303,946.76	23,642,915.00	0.00	0.0%
<b>Revenue Limit Transfers</b>								
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	(1,380,435.00)	(1,380,435.00)	0.00	(1,380,435.00)	0.00	0.0%
Continuation Education ADA Transfer	2200	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Community Day Schools Transfer	2430	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education ADA Transfer	6500	8091	1,380,435.00	1,380,435.00	0.00	1,380,435.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	47,506.00	46,107.00	0.00	46,107.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(199,679.00)	(199,679.00)	0.00	(199,679.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, REVENUE LIMIT SOURCES</b>			<b>21,431,540.00</b>	<b>23,489,343.00</b>	<b>10,303,946.76</b>	<b>23,489,343.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	915,217.00	937,234.00	234,308.50	937,234.00	0.00	0.0%
Special Education Discretionary Grants		8182	105,634.00	105,644.00	35,444.00	105,644.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
NCLB/ASA	3000-3009, 3011-3024, 3026-3299, 4000-4034, 4036-4139, 4202, 4204-4215, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	1,242,771.00	1,614,103.00	619,943.72	1,614,103.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	135,933.00	133,110.00	57,610.00	133,110.00	0.00	0.0%
NCLB: Title III, Immigration Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP, Student Program	4203	8290	66,801.00	63,203.00	35,255.00	63,203.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3599	8290	38,408.00	40,661.00	1,993.56	40,661.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue	All Other	8290	195,483.00	254,480.00	71,136.90	254,480.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,700,247.00	3,148,435.00	1,055,693.68	3,148,435.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Community Day School Additional Funding								
Current Year	2430	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	2430	8319	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Entitlement								
Current Year	6355-6360	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6355-6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	239,988.00	239,988.00	122,834.00	239,988.00	0.00	0.0%
Economic Impact Aid	7090-7091	8311	594,048.00	593,966.00	237,586.00	593,966.00	0.00	0.0%
Spec. Ed. Transportation	7240	8311	39,842.00	39,842.00	21,914.00	39,842.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive								
Class Size Reduction, K-3	8425	8425	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs	8434	8434	689,724.00	689,724.00	171,929.00	689,724.00	0.00	0.0%
Mandated Costs Reimbursements	8520	8520	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materi	8550	8550	0.00	3,010.00	3,010.00	3,010.00	0.00	0.0%
Tax Relief Subventions	8560	8560	634,107.00	634,107.00	204,626.13	634,107.00	0.00	0.0%
Restricted Levies - Other								
Homeowners' Exemptions	8575	8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes	8576	8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources	8587	8587	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590	0.00	2,962.00	220.76	2,962.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence								
Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%

2012-13 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,442,657.00	2,574,320.00	1,328,122.00	2,574,320.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>4,640,366.00</b>	<b>4,777,919.00</b>	<b>2,090,241.89</b>	<b>4,777,919.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-Revenue								
Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	1,550.00	1,550.00	1,550.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	302.00	301.70	302.00	0.00	0.0%
Leases and Rentals		8650	185,000.00	185,000.00	115,864.17	185,000.00	0.00	0.0%
Interest		8660	10,000.00	37,112.00	42,369.96	37,112.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	12,000.00	12,000.00	6,876.72	12,000.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services	All Other	8677	18,219.00	7,219.00	0.00	7,219.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-Revenue Limit (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	100,000.00	115,928.00	74,676.36	115,928.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	30,000.00	80,000.00	80,000.00	80,000.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	1,875,838.00	2,269,648.00	951,720.00	2,269,648.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
RCC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%



2012-13 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000  
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,231,057.00</b>	<b>2,708,759.00</b>	<b>1,273,358.91</b>	<b>2,708,759.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>31,003,210.00</b>	<b>34,124,456.00</b>	<b>14,723,241.24</b>	<b>34,124,456.00</b>	<b>0.00</b>	<b>0.0%</b>

2012-13 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	13,886,930.00	14,142,901.00	8,444,030.83	14,142,901.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	657,573.00	699,192.00	387,751.46	699,192.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,149,882.00	1,161,673.00	676,890.30	1,161,673.00	0.00	0.0%
Other Certificated Salaries		1900	268,654.00	337,506.00	219,966.74	337,506.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>15,963,039.00</b>	<b>16,341,272.00</b>	<b>9,728,639.33</b>	<b>16,341,272.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	1,434,740.00	1,426,339.00	776,367.45	1,426,339.00	0.00	0.0%
Classified Support Salaries		2200	2,078,500.00	2,130,672.00	1,254,335.88	2,130,672.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	398,536.00	399,513.00	230,089.78	399,513.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	1,615,096.00	1,611,571.00	914,307.45	1,611,571.00	0.00	0.0%
Other Classified Salaries		2900	137,844.00	179,418.00	84,886.67	179,418.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>5,664,716.00</b>	<b>5,747,513.00</b>	<b>3,259,987.23</b>	<b>5,747,513.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	1,326,831.00	1,375,649.00	800,538.24	1,375,649.00	0.00	0.0%
PERS		3201-3202	620,916.00	625,060.00	341,492.17	625,060.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	657,620.00	679,423.00	374,348.38	679,423.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	3,204,169.00	3,305,434.00	1,834,659.77	3,305,434.00	0.00	0.0%
Unemployment Insurance		3501-3502	239,332.00	247,580.00	144,529.67	247,580.00	0.00	0.0%
Workers' Compensation		3601-3602	353,761.00	366,030.00	214,615.51	366,030.00	0.00	0.0%
OPEB, Allocated		3701-3702	20,000.00	20,050.00	4,751.62	20,050.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	47,506.00	46,107.00	0.00	46,107.00	0.00	0.0%
Other Employee Benefits		3901-3902	187,157.00	181,160.00	104,288.92	181,160.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>6,657,292.00</b>	<b>6,846,493.00</b>	<b>3,819,224.28</b>	<b>6,846,493.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	47,399.00	47,931.00	17,318.03	47,931.00	0.00	0.0%
Books and Other Reference Materials		4200	5,100.00	12,671.00	6,276.91	13,498.00	(827.00)	-6.5%
Materials and Supplies		4300	923,635.00	1,491,405.50	367,906.23	1,488,728.50	2,677.00	0.2%
Noncapitalized Equipment		4400	51,182.00	158,922.00	58,067.34	159,297.00	(375.00)	-0.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>1,027,316.00</b>	<b>1,710,929.50</b>	<b>449,568.51</b>	<b>1,709,454.50</b>	<b>1,475.00</b>	<b>0.1%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	54,664.00	64,105.00	15,508.41	64,105.00	0.00	0.0%
Dues and Memberships		5300	18,950.00	25,382.00	22,156.74	25,382.00	0.00	0.0%
Insurance		5400-5450	298,430.00	298,430.00	148,652.50	298,430.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,057,000.00	1,057,000.00	616,109.29	1,057,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	195,300.00	183,822.00	114,115.65	182,197.00	1,625.00	0.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(4,500.00)	(5,367.00)	(5,153.41)	(5,367.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,047,661.00	2,199,082.50	1,183,375.42	2,202,182.50	(3,100.00)	-0.1%
Communications		5900	145,100.00	142,957.00	55,584.07	142,957.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>3,812,605.00</b>	<b>3,965,411.50</b>	<b>2,150,348.67</b>	<b>3,966,886.50</b>	<b>(1,475.00)</b>	<b>0.0%</b>

2012-13 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes In Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	17,635.00	17,613.06	17,635.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	17,635.00	17,613.06	17,635.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	15,000.00	15,000.00	7,048.00	15,000.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	196,623.00	196,623.00	0.00	196,623.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	16,000.00	10,735.00	1,535.97	10,735.00	0.00	0.0%
Other Debt Service - Principal		7439	58,010.00	61,769.00	52,139.07	61,769.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			285,633.00	284,127.00	60,723.04	284,127.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(102,674.00)	(94,362.00)	0.00	(94,362.00)	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			(102,674.00)	(94,362.00)	0.00	(94,362.00)	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			33,307,927.00	34,819,019.00	19,486,104.12	34,819,019.00	0.00	0.0%

2012-13 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	1,000,000.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,000,000.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	96,480.00	96,480.00	0.00	96,480.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	70,384.00	70,384.00	0.00	70,384.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			166,864.00	166,864.00	0.00	166,864.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Proceeds</b>								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Long-Term Debt Proceeds</b>								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			833,136.00	(166,864.00)	0.00	(166,864.00)	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	1,089,057.00	1,089,057.00	514,562.44	1,089,057.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	97,845.00	122,245.00	134,147.11	122,245.00	0.00	0.0%
4) Other Local Revenue		8600-8799	250.00	2,396.00	2,571.58	2,396.00	0.00	0.0%
5) TOTAL, REVENUES			1,187,152.00	1,213,698.00	651,281.53	1,213,698.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	569,327.00	626,000.00	371,621.17	626,000.00	0.00	0.0%
2) Classified Salaries		2000-2999	148,944.00	155,496.00	92,241.45	155,496.00	0.00	0.0%
3) Employee Benefits		3000-3999	241,930.00	247,952.00	133,473.64	247,952.00	0.00	0.0%
4) Books and Supplies		4000-4999	41,440.00	31,894.00	980.43	31,894.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	16,960.00	26,711.00	17,718.54	26,711.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	48,500.00	48,500.00	0.00	48,500.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	69,376.00	69,376.00	0.00	69,376.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,136,477.00	1,205,729.00	616,035.23	1,205,729.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			50,675.00	7,969.00	35,246.30	7,969.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7800-7829	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7830-7899	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			50,675.00	7,969.00	35,246.30	7,969.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	163,221.38	163,221.38		163,221.38	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			163,221.38	163,221.38		163,221.38		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			163,221.38	163,221.38		163,221.38		
2) Ending Balance, June 30 (E + F1e)			213,696.38	171,190.38		171,190.38		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	11,423.28	11,423.28		11,423.28		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9780	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	202,473.10	159,767.10		159,767.10		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>REVENUE LIMIT SOURCES</b>								
Principal Apportionment								
Charter Schools General Purpose Entitlement - State Aid		8015	889,378.00	889,378.00	514,562.44	889,378.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers								
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	199,679.00	199,679.00	0.00	199,679.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, REVENUE LIMIT SOURCES</b>			<b>1,089,057.00</b>	<b>1,089,057.00</b>	<b>514,562.44</b>	<b>1,089,057.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB / IASA	3000-3009, 3011-3024, 3026-3289, 4000-4034, 4036-4139, 4202, 4204-4215, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Immigrant Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4810	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Transportation	7240	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	2,580.00	2,580.00	2,580.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	25,940.00	25,940.00	8,345.11	25,940.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

2012-13 Second Interim  
Charter Schools Special Revenue Fund  
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000  
Form 091

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	71,905.00	93,745.00	123,242.00	93,745.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>97,845.00</b>	<b>122,245.00</b>	<b>134,147.11</b>	<b>122,245.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	427.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	250.00	2,396.00	2,144.98	2,396.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8781	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>250.00</b>	<b>2,396.00</b>	<b>2,571.98</b>	<b>2,396.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>1,187,152.00</b>	<b>1,213,698.00</b>	<b>651,281.53</b>	<b>1,213,698.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	453,680.00	510,333.00	303,942.23	510,333.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	20,000.00	20,000.00	11,873.75	20,000.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	95,687.00	95,687.00	55,805.19	95,687.00	0.00	0.0%
Other Certificated Salaries		1800	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>569,327.00</b>	<b>626,000.00</b>	<b>371,621.17</b>	<b>626,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	28,215.00	32,035.00	19,913.53	32,035.00	0.00	0.0%
Classified Support Salaries		2200	36,412.00	36,412.00	20,955.49	36,412.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	88,317.00	87,049.00	51,372.43	87,049.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>148,944.00</b>	<b>155,496.00</b>	<b>92,241.45</b>	<b>155,496.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	48,807.00	50,978.00	29,668.58	50,976.00	0.00	0.0%
PERS		3201-3202	18,885.00	17,240.00	9,810.81	17,240.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	19,630.00	20,882.00	11,857.54	20,882.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	130,788.00	130,815.00	67,777.86	130,815.00	0.00	0.0%
Unemployment Insurance		3501-3502	10,321.00	11,128.00	5,133.17	11,128.00	0.00	0.0%
Workers' Compensation		3601-3602	12,789.00	13,808.00	7,816.11	13,808.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,803.00	3,103.00	1,809.57	3,103.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>241,930.00</b>	<b>247,952.00</b>	<b>133,473.84</b>	<b>247,952.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	41,440.00	31,694.00	980.43	31,694.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>41,440.00</b>	<b>31,694.00</b>	<b>980.43</b>	<b>31,694.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	880.00	880.00	385.00	880.00	0.00	0.0%
Dues and Memberships		5300	0.00	751.00	750.83	751.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,500.00	4,900.00	2,100.00	4,900.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	2,500.00	2,500.00	3,588.71	2,500.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	11,000.00	16,100.00	10,896.00	16,100.00	0.00	0.0%
Communications		5900	100.00	1,600.00	0.00	1,600.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>16,980.00</b>	<b>28,711.00</b>	<b>17,718.54</b>	<b>28,711.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7261-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7269	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	48,500.00	48,500.00	0.00	48,500.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			48,500.00	48,500.00	0.00	48,500.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	69,376.00	69,376.00	0.00	69,376.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			69,376.00	69,376.00	0.00	69,376.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			1,136,477.00	1,205,729.00	616,035.23	1,205,729.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	7,908.00	8,850.00	8,850.00	8,850.00	0.00	0.0%
4) Other Local Revenue		8600-8799	30,100.00	39,184.00	24,489.00	39,184.00	0.00	0.0%
5) TOTAL, REVENUES			38,008.00	49,034.00	34,339.00	49,034.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	85,579.00	72,208.00	43,148.32	72,208.00	0.00	0.0%
2) Classified Salaries		2000-2999	13,805.00	13,829.00	8,198.68	13,829.00	0.00	0.0%
3) Employee Benefits		3000-3999	19,800.00	24,239.00	13,452.78	24,239.00	0.00	0.0%
4) Books and Supplies		4000-4999	8,908.00	9,615.00	887.53	9,615.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	300.00	2,402.00	2,127.00	2,402.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			108,390.00	122,291.00	67,814.31	122,291.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(70,384.00)	(73,257.00)	(33,475.31)	(73,257.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	70,384.00	70,384.00	0.00	70,384.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		6980-6999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			70,384.00	70,384.00	0.00	70,384.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	(2,873.00)	(33,475.31)	(2,873.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	55,780.80	55,780.80		55,780.80	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			55,780.80	55,780.80		55,780.80		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			55,780.80	55,780.80		55,780.80		
2) Ending Balance, June 30 (E + F1e)			55,780.80	52,907.80		52,907.80		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	55,780.80	52,907.80		52,907.80		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB / IASA	3000-3299 4000-4139, 4201-4215 4810, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	7,908.00	9,850.00	9,850.00	9,850.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			7,908.00	9,850.00	9,850.00	9,850.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	100.00	100.00	89.00	100.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	30,000.00	39,084.00	24,400.00	39,084.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			30,100.00	39,184.00	24,489.00	39,184.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			38,008.00	49,034.00	34,339.00	49,034.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	65,579.00	72,208.00	43,148.32	72,208.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>65,579.00</b>	<b>72,208.00</b>	<b>43,148.32</b>	<b>72,208.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	13,305.00	13,329.00	8,081.18	13,329.00	0.00	0.0%
Other Classified Salaries		2900	500.00	500.00	107.50	500.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>13,805.00</b>	<b>13,829.00</b>	<b>8,188.68</b>	<b>13,829.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	5,411.00	5,411.00	2,124.14	5,411.00	0.00	0.0%
PERS		3201-3202	1,577.00	3,838.00	2,910.51	3,838.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	2,008.00	3,810.00	2,336.87	3,810.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	7,854.00	8,040.00	4,351.34	8,040.00	0.00	0.0%
Unemployment Insurance		3501-3502	875.00	953.00	569.22	953.00	0.00	0.0%
Workers' Compensation		3801-3802	1,299.00	1,411.00	844.46	1,411.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	778.00	778.00	316.44	778.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>19,800.00</b>	<b>24,239.00</b>	<b>13,452.78</b>	<b>24,239.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	725.00	335.00	725.00	0.00	0.0%
Materials and Supplies		4300	8,908.00	8,890.00	552.53	8,890.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>8,908.00</b>	<b>9,615.00</b>	<b>887.53</b>	<b>9,615.00</b>	<b>0.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	300.00	300.00	175.00	300.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	887.00	887.00	887.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	1,085.00	1,085.00	1,085.00	0.00	0.0%
Communications		5900	0.00	150.00	0.00	150.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>300.00</b>	<b>2,402.00</b>	<b>2,127.00</b>	<b>2,402.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>108,390.00</b>	<b>122,291.00</b>	<b>87,814.31</b>	<b>122,291.00</b>		



Description	Resource Codes	Object Codes	Original Budget	Board Approved Operating Budget	Actuals To Date	Projected Year Totals	Difference (Col B & D)	% Diff B & D Column
INTERFUND TRANSFERS			70,384.00	70,384.00		70,384.00		0.0%
INTERFUND TRANSFERS IN			70,384.00	70,384.00		70,384.00		0.0%
Other Authorized Interfund Transfers In	8919							
(a) TOTAL INTERFUND TRANSFERS IN			70,384.00	70,384.00	0.00	70,384.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund	7613							
Other Authorized Interfund Transfers Out	7619							
(b) TOTAL INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources	8965							
Transfers from Funds of Lapsed/Reorganized LEAs			0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds	8971		0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation	8972		0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases	8979		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources			0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs	7651							
All Other Financing Uses	7699		0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues	8980							
Contributions from Restricted Revenues	8990		0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances	8997		0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OTHER FINANCING SOURCES/USES			70,384.00	70,384.00	0.00	70,384.00		
(a - b + c - d + e)			70,384.00	70,384.00	0.00	70,384.00		

Description		Resource Codes	Object Codes	Original Budget	Board Approved Operating Budget	Actuals To Date	Projected Year Totals	Difference (Col B & D)	% Diff B & D Column
A. REVENUES									
1) Revenue Limit Sources		8010-8099		0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299		213,262.00	219,362.00	169,146.00	219,362.00	0.00	0.0%
3) Other State Revenue		8300-8599		407,892.00	278,370.00	168,213.00	278,370.00	0.00	0.0%
4) Other Local Revenue		8600-8799		0.00	0.00	324.00	0.00	0.00	0.0%
5) TOTAL REVENUES				621,254.00	497,732.00	337,683.00	497,732.00		
B. EXPENDITURES									
1) Certificated Salaries		1000-1999		0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999		0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999		0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999		0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999		587,956.00	472,746.00	274,420.71	472,746.00	0.00	0.0%
6) Capital Outlay		6000-6999		0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299		0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399		33,288.00	24,888.00	0.00	24,888.00	0.00	0.0%
9) TOTAL EXPENDITURES				621,254.00	497,732.00	274,420.71	497,732.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)				0.00	0.00	63,262.29	0.00		
D. OTHER FINANCING SOURCES/USES									
1) Inflow and Transfers In		8900-8929		0.00	0.00	0.00	0.00	0.00	0.0%
2) Transfers Out		7800-7829		0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses		8930-8979		0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7830-7889		0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999		0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES				0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	63,262.29	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9780	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2012-13 Second Interim  
Child Development Fund  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget	Board Approved Operating Budget	Actuals To Date	Projected Year Totals	Difference (Col B & D)	% Diff Column B & D
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs	8220		0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs	8285		0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	8290	3010	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue	8290	All Other	219,262.00	219,362.00	169,146.00	219,362.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>								
Child Nutrition Programs	8520		0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments	8530		0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources	8587		0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	8590	8055, 8056, 6105	407,992.00	278,370.00	168,213.00	278,370.00	0.00	0.0%
All Other State Revenue	8590	All Other	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>								
Sales	8631		0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Equipment/Supplies	8634		0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales	8634		0.00	0.00	0.00	0.00	0.00	0.0%
Interest	8660		0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments	8662		0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts	8673		0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Parent Fees	8677		0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services	8689		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts	8689		0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue	8699		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue	8799		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers in from All Others			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>								
<b>TOTAL REVENUES</b>								
			821,254.00	497,732.00	337,683.00	497,732.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Cloncal, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	587,956.00	472,746.00	274,420.71	472,746.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>587,956.00</b>	<b>472,746.00</b>	<b>274,420.71</b>	<b>472,746.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	33,298.00	24,986.00	0.00	24,986.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>33,298.00</b>	<b>24,986.00</b>	<b>0.00</b>	<b>24,986.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>621,254.00</b>	<b>497,732.00</b>	<b>274,420.71</b>	<b>497,732.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,275,000.00	1,275,000.00	401,818.12	1,275,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	110,000.00	110,000.00	33,457.08	110,000.00	0.00	0.0%
4) Other Local Revenue		8600-8799	443,173.00	443,173.00	174,145.38	443,173.00	0.00	0.0%
5) TOTAL, REVENUES			1,828,173.00	1,828,173.00	609,420.58	1,828,173.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	591,032.00	607,794.00	359,732.69	607,794.00	0.00	0.0%
3) Employee Benefits		3000-3999	290,231.00	300,738.00	166,285.64	300,738.00	0.00	0.0%
4) Books and Supplies		4000-4999	895,000.00	935,900.00	426,630.97	985,900.00	(50,000.00)	-5.3%
5) Services and Other Operating Expenditures		5000-5999	51,910.00	73,410.00	30,201.00	74,410.00	(1,000.00)	-1.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,828,173.00	1,917,842.00	982,850.30	1,968,842.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			0.00	(89,669.00)	(373,429.72)	(140,669.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	(89,669.00)	(373,429.72)	(140,669.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	180,831.05	180,831.05		180,831.05	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			180,831.05	180,831.05		180,831.05		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			180,831.05	180,831.05		180,831.05		
2) Ending Balance, June 30 (E + F1e)			180,831.05	91,162.05		40,162.05		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	180,831.05	91,162.05		40,162.05		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2012-13 Second Interim  
Cafeteria Special Revenue Fund  
Revenues, Expenditures, and Changes in Fund Balance34 73973 0000000  
Form 13I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>REVENUE LIMIT SOURCES</b>								
Revenue Limit Transfers								
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, REVENUE LIMIT SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	1,275,000.00	1,275,000.00	401,818.12	1,275,000.00	0.00	0.0%
Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>1,275,000.00</b>	<b>1,275,000.00</b>	<b>401,818.12</b>	<b>1,275,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	110,000.00	110,000.00	33,457.08	110,000.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>110,000.00</b>	<b>110,000.00</b>	<b>33,457.08</b>	<b>110,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	441,623.00	441,623.00	173,864.38	441,623.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	50.00	50.00	24.00	50.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	1,500.00	1,500.00	257.00	1,500.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>443,173.00</b>	<b>443,173.00</b>	<b>174,145.38</b>	<b>443,173.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>1,828,173.00</b>	<b>1,828,173.00</b>	<b>609,420.58</b>	<b>1,828,173.00</b>		

Description		Resource Codes	Object Codes	Original Budget	Board Approved Operating Budget	Actuals To Date	Projected Year Totals	Difference (Col B & D)	% Diff B & D Column (F)
CERTIFICATED SALARIES	Certificated Supervisors' and Administrators' Salaries	1300		0.00	0.00	0.00	0.00	0.00	0.0%
	Other Certificated Salaries	1900		0.00	0.00	0.00	0.00	0.00	0.0%
	TOTAL CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
	CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES	Classified Support Salaries	2200		491,598.00	508,360.00	301,730.08	508,360.00	0.00	0.0%
	Classified Supervisors' and Administrators' Salaries	2300		67,517.00	67,517.00	39,384.94	67,517.00	0.00	0.0%
	Clenical, Technical and Office Salaries	2400		31,917.00	31,917.00	18,617.69	31,917.00	0.00	0.0%
	Other Classified Salaries	2600		0.00	0.00	0.00	0.00	0.00	0.0%
	TOTAL CLASSIFIED SALARIES			591,032.00	607,794.00	359,732.69	607,794.00	0.00	0.0%
EMPLOYEE BENEFITS	STPS	3101-3102		0.00	0.00	0.00	0.00	0.00	0.0%
	PERS	3201-3202		66,823.00	68,850.00	33,500.21	68,850.00	0.00	0.0%
	OASDI/Medicare/Alternative	3301-3302		44,782.00	46,229.00	25,805.54	46,229.00	0.00	0.0%
	Health and Welfare Benefits	3401-3402		148,862.00	155,178.00	88,527.83	155,178.00	0.00	0.0%
	Unemployment Insurance	3501-3502		6,443.00	6,652.00	4,056.96	6,652.00	0.00	0.0%
	Workers' Compensation	3601-3602		9,556.00	9,884.00	6,019.60	9,884.00	0.00	0.0%
	OPRB, Allocated	3701-3702		0.00	0.00	0.00	0.00	0.00	0.0%
	OPRB, Active Employees	3751-3752		0.00	0.00	0.00	0.00	0.00	0.0%
	PERS Reduction	3801-3802		0.00	0.00	0.00	0.00	0.00	0.0%
	Other Employee Benefits	3901-3902		13,965.00	13,965.00	8,375.70	13,965.00	0.00	0.0%
	TOTAL EMPLOYEE BENEFITS			290,231.00	300,738.00	166,285.64	300,738.00	0.00	0.0%
BOOKS AND SUPPLIES	Books and Other Reference Materials	4200		0.00	0.00	0.00	0.00	0.00	0.0%
	Materials and Supplies	4300		125,000.00	167,400.00	43,115.36	167,400.00	0.00	0.0%
	Noncapitalized Equipment	4400		50,000.00	30,000.00	11,679.42	30,000.00	0.00	0.0%
	Food	4700		720,000.00	738,500.00	371,838.18	738,500.00	(50,000.00)	-8.8%
	TOTAL BOOKS AND SUPPLIES			885,000.00	935,900.00	426,630.97	935,900.00	(50,000.00)	-5.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	2,160.00	5,160.00	2,695.02	6,160.00	(1,000.00)	-19.4%
Dues and Memberships		5300	2,500.00	4,000.00	1,350.00	4,000.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	35,000.00	32,000.00	13,047.81	32,000.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	2,000.00	2,000.00	699.70	2,000.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	10,000.00	30,000.00	12,384.52	30,000.00	0.00	0.0%
Communications		5900	250.00	250.00	24.15	250.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>51,910.00</b>	<b>73,410.00</b>	<b>30,201.00</b>	<b>74,410.00</b>	<b>(1,000.00)</b>	<b>-1.4%</b>
<b>CAPITAL OUTLAY</b>								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>1,829,173.00</b>	<b>1,917,842.00</b>	<b>982,850.30</b>	<b>1,868,842.00</b>		

2012-13 Second Interim  
Cafeteria Special Revenue Fund  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8918	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> <b>(a - b + c - d + e)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	2,000.00	557.00	2,000.00	0.00	0.0%
5) TOTAL REVENUES			2,000.00	2,000.00	557.00	2,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	20,000.00	42,188.00	14,245.54	45,188.00	(3,000.00)	-7.1%
5) Services and Other Operating Expenditures		5000-5999	78,480.00	157,592.00	94,476.90	184,592.00	(27,000.00)	-17.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			98,480.00	199,780.00	108,722.44	229,780.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(98,480.00)	(197,780.00)	(108,165.44)	(227,780.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	98,480.00	98,480.00	0.00	98,480.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			98,480.00	98,480.00	0.00	98,480.00		

2012-13 Second Interim  
Deferred Maintenance Fund  
Revenues, Expenditures, and Changes in Fund Balance34 73973 0000000  
Form 141

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	(101,300.00)	(108,165.44)	(131,300.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	304,398.62	304,398.62		304,398.62	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			304,398.62	304,398.62		304,398.62		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			304,398.62	304,398.62		304,398.62		
2) Ending Balance, June 30 (E + F1e)			304,398.62	203,098.62		173,098.62		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	304,398.62	203,098.62		173,098.62		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2012-13 Second Interim  
Deferred Maintenance Fund  
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000  
Form 141

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	2,000.00	2,000.00	557.00	2,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8682	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Local Revenue</b>								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			2,000.00	2,000.00	557.00	2,000.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			2,000.00	2,000.00	557.00	2,000.00		



2012-13 Second Interim  
Deferred Maintenance Fund  
Revenues, Expenditures, and Changes in Fund Balance34 73973 0000000  
Form 141

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	12,000.00	35,836.00	9,622.87	34,436.00	1,400.00	3.9%
Noncapitalized Equipment		4400	8,000.00	6,352.00	4,622.67	10,752.00	(4,400.00)	-69.3%
<b>TOTAL, BOOKS AND SUPPLIES</b>			20,000.00	42,188.00	14,245.54	45,188.00	(3,000.00)	-7.1%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	78,480.00	145,231.00	92,076.80	172,231.00	(27,000.00)	-18.6%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	12,361.00	2,400.00	12,361.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			78,480.00	157,592.00	94,476.80	184,592.00	(27,000.00)	-17.1%
<b>CAPITAL OUTLAY</b>								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			98,480.00	199,780.00	108,722.44	229,780.00		

2012-13 Second Interim  
Deferred Maintenance Fund  
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000  
Form 141

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General, Special Reserve, & Building Funds		8915	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	96,480.00	96,480.00	0.00	96,480.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			96,480.00	96,480.00	0.00	96,480.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			96,480.00	96,480.00	0.00	96,480.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,500.00	3,500.00	4,828.00	3,500.00	0.00	0.0%
5) TOTAL REVENUES			3,500.00	3,500.00	4,828.00	3,500.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			3,500.00	3,500.00	4,828.00	3,500.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,000,000.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(1,000,000.00)	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(998,500.00)	3,500.00	4,828.00	3,500.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9701	2,338,111.81	2,338,111.81		2,338,111.81	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,338,111.81	2,338,111.81		2,338,111.81		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,338,111.81	2,338,111.81		2,338,111.81		
2) Ending Balance, June 30 (E + F1e)			1,341,811.81	2,341,811.81		2,341,811.81		
<b>Components of Ending Fund Balance</b>								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9718	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	1,341,811.81	1,322,482.48		1,322,482.48		
d) Assigned								
Other Assignments		9780	0.00	1,019,129.35		1,019,129.35		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8831	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8860	3,500.00	3,500.00	4,828.00	3,500.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8862	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>3,500.00</b>	<b>3,500.00</b>	<b>4,828.00</b>	<b>3,500.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>3,500.00</b>	<b>3,500.00</b>	<b>4,828.00</b>	<b>3,500.00</b>		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7812	1,000,000.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7813	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7815	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>1,000,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8905	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			<b>(1,000,000.00)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		

2012-13 Second Interim  
Building Fund  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,595.00	5,595.00	1,668.00	5,595.00	0.00	0.0%
<b>5) TOTAL, REVENUES</b>			<b>5,595.00</b>	<b>5,595.00</b>	<b>1,668.00</b>	<b>5,595.00</b>		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	3,000.00	0.00	3,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	5,595.00	44,095.00	21,433.09	44,095.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
<b>9) TOTAL, EXPENDITURES</b>			<b>5,595.00</b>	<b>47,095.00</b>	<b>21,433.09</b>	<b>47,095.00</b>		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			<b>0.00</b>	<b>(41,500.00)</b>	<b>(19,765.09)</b>	<b>(41,500.00)</b>		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8580-8999	0.00	0.00	0.00	0.00	0.00	0.0%
<b>4) TOTAL, OTHER FINANCING SOURCES/USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		

2012-13 Second Interim  
Building Fund  
Revenues, Expenditures, and Changes in Fund Balance34 73973 0000000  
Form 211

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(41,500.00)	(19,765.09)	(41,500.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,029,681.15	1,029,681.15		1,029,681.15	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,029,681.15	1,029,681.15		1,029,681.15		
d) Other Restatements		9785	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,029,681.15	1,029,681.15		1,029,681.15		
2) Ending Balance, June 30 (E + F1e)			1,029,681.15	988,181.15		988,181.15		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,029,681.15	988,181.15		988,181.15		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/in-Lieu Taxes		8578	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent								
Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8680	5,595.00	5,595.00	1,688.00	5,595.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8682	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			5,595.00	5,595.00	1,688.00	5,595.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			5,595.00	5,595.00	1,688.00	5,595.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	3,000.00	0.00	3,000.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	3,000.00	0.00	3,000.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	5,595.00	44,095.00	21,433.09	44,095.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			5,595.00	44,095.00	21,433.09	44,095.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			5,595.00	47,095.00	21,433.09	47,095.00		

Description	Resource Codes	Object Codes	(A) Original Budget	(B) Board Approved Operating Budget	(C) Actuals To Date	(D) Projected Year Totals	(E) Difference (Col B & D)	(F) % Diff Column B & D
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In	8919		0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund	7613		0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund	7615		0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out	7619		0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds from Sale of Bonds	8951		0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings	8953		0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources	8961		0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs	8965		0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds	8971		0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases	8972		0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds	8973		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources	8979		0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs	7651		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses	7699		0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues	8980		0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues	8990		0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00	0.00	0.0%
(a - b + c - d + e)			0.00	0.00	0.00	0.00	0.00	0.0%

2012-13 Second Interim  
Capital Facilities Fund  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	(2,732.00)	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	(2,732.00)	0.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	(2,732.00)	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8580-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

2012-13 Second Interim  
Capital Facilities Fund  
Revenues, Expenditures, and Changes in Fund Balance

34 73973 0000000  
Form 25I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	(2,732.00)	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	(1,322,482.48)	(1,322,482.48)		(1,322,482.48)	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(1,322,482.48)	(1,322,482.48)		(1,322,482.48)		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(1,322,482.48)	(1,322,482.48)		(1,322,482.48)		
2) Ending Balance, June 30 (E + F1e)			(1,322,482.48)	(1,322,482.48)		(1,322,482.48)		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(1,322,482.48)	(1,322,482.48)		(1,322,482.48)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Restricted Levies - Other								
Homesteaders' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	(6,696.00)	(6,696.00)	(2,732.00)	(6,696.00)	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8682	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees		8681	6,696.00	6,696.00	0.00	6,696.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	(2,732.00)	0.00	0.00	0.0%
<b>TOTAL REVENUES</b>			0.00	0.00	(2,732.00)	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

2012-13 Second Interim  
Capital Facilities Fund  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7813	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
<b>Proceeds</b>								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8985	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,067.00	5,067.00	2,163.00	5,067.00	0.00	0.0%
5) TOTAL, REVENUES			5,067.00	5,067.00	2,163.00	5,067.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	5,067.00	5,067.00	0.00	5,067.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,067.00	5,067.00	0.00	5,067.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	2,163.00	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7800-7829	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7830-7899	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	2,163.00	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9701	1,047,793.67	1,047,793.67		1,047,793.67	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,047,793.67	1,047,793.67		1,047,793.67		
d) Other Restatements		9705	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,047,793.67	1,047,793.67		1,047,793.67		
2) Ending Balance, June 30 (E + F1e)			1,047,793.67	1,047,793.67		1,047,793.67		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9700	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	1,047,793.67	1,047,793.67		1,047,793.67		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
School Facilities Apportionments		8545	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	5,067.00	5,067.00	2,163.00	5,067.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			5,067.00	5,067.00	2,163.00	5,067.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			5,067.00	5,067.00	2,163.00	5,067.00		

Description		Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff B & D Column (F)
CLASSIFIED SALARIES									
Classified Support Salaries			2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries			2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clenal, Technical and Office Salaries			2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries			2800	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES				0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS									
STRS			3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS			3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
CASDI/Medical/Alternative			3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits			3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance			3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation			3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated			3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees			3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction			3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits			3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS				0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES									
Books and Other Reference Materials			4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies			4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment			4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES				0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services			5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences			5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance			5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services			5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements			5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs			5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund			5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and			5800	5,087.00	5,087.00	0.00	5,087.00	0.00	0.0%
Communications			5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES				5,087.00	5,087.00	0.00	5,087.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			5,067.00	5,067.00	0.00	5,067.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7813	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7819	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
<b>Proceeds</b>								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		

Description	ESTIMATED REVENUE LIMIT ADA Original Budget (A)	ESTIMATED REVENUE LIMIT ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED REVENUE LIMIT ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>ELEMENTARY</b>						
1. General Education	2,961.06	2,961.07	2,921.07	2,961.07	0.00	0%
2. Special Education	139.18	140.58	140.58	140.58	0.00	0%
<b>HIGH SCHOOL</b>						
3. General Education	1,280.26	1,279.28	1,259.28	1,279.28	0.00	0%
4. Special Education	71.65	75.68	75.68	75.68	0.00	0%
<b>COUNTY SUPPLEMENT</b>						
5. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
6. Special Education	36.17	36.78	36.78	36.78	0.00	0%
7. TOTAL, K-12 ADA	4,488.32	4,493.39	4,433.39	4,493.39	0.00	0%
8. ADA for Necessary Small Schools also included in lines 1 - 4.	0.00	0.00	0.00	0.00	0.00	0%
9. Regional Occupational Centers/Programs (ROC/P)*						
<b>CLASSES FOR ADULTS</b>						
10. Concurrently Enrolled Secondary Students*						
11. Adults Enrolled, State Apportioned*						
12. Independent Study - (Students 21 years or older and students 19 years or older and not continuously enrolled since their 18th birthday)*						
13. TOTAL, CLASSES FOR ADULTS						
14. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
15. ADA TOTALS (Sum of lines 7, 9, 13, & 14)	4,488.32	4,493.39	4,433.39	4,493.39	0.00	0%
<b>SUPPLEMENTAL INSTRUCTIONAL HOURS</b>						
16. Elementary*						
17. High School*						
18. TOTAL, SUPPLEMENTAL HOURS						



Description	ESTIMATED REVENUE LIMIT ADA Original Budget (A)	ESTIMATED REVENUE LIMIT ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED REVENUE LIMIT ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>COMMUNITY DAY SCHOOLS - Additional Funds</b>						
<b>19 ELEMENTARY</b>						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only	0.00	0.00	0.00	0.00	0.00	0%
b. 7th & 8th Hour Pupil Hours (Hours)*						
<b>20 HIGH SCHOOL</b>						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only	0.00	0.00	0.00	0.00	0.00	0%
b. 7th & 8th Hour Pupil Hours (Hours)*						
<b>CHARTER SCHOOLS</b>						
<b>21 Charter ADA funded thru the Block Grant</b>						
a. Charters Sponsored by Unified Districts - Resident (EC 47660) (applicable only for unified districts with Charter School General Purpose Block Grant Offset recorded on line 30 in Form RLI)	0.00	0.00	0.00	0.00	0.00	0%
b. All Other Block Grant Funded Charters	0.00	0.00	0.00	0.00	0.00	0%
<b>22. Charter ADA funded thru the Revenue Limit</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>23. TOTAL, CHARTER SCHOOLS ADA</b> (sum lines 21a, 21b, and 22)	0.00	0.00	0.00	0.00	0.00	0%
<b>24 SUPPLEMENTAL INSTRUCTIONAL HOURS*</b>						
<b>BASIC AID "CHOICE"/COURT ORDERED VOLUNTARY PUPIL TRANSFER</b>						
<b>25. Regular Elementary and High School ADA (SB 937)</b>	0.00	0.00	0.00	0.00	0.00	0%

\*ADA is no longer collected as a result of flexibility provisions of SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), currently in effect from 2008-09 through 2014-15.

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February		
ACTUALS THROUGH THE MONTH OF (Enter Month Name):			January									
A. BEGINNING CASH			2,433,397.34	8,378,408.34	9,421,047.34	9,530,923.34	8,352,610.34	7,276,639.06	9,444,008.06	2,752,111.06		
B. RECEIPTS												
Revenue Limit Sources												
Principal Apportionment			8010-8019	4,675,979.00	3,177,724.00	(6,048,092.00)	680,940.00	1,266,458.00	2,568,965.00	1,275,884.00	800,295.00	
Property Taxes			8020-8079	67,227.00	53,776.00	409.00	30,599.00	7,925.00	11,950.00	2,534,015.00	0.00	
Miscellaneous Funds			8080-8099	1.00	188.00		0.00	0.00	0.00	0.00	0.00	
Federal Revenue			8100-8299	13,108.00	32,392.00	505,547.00	(339,389.00)	29,835.00	470,270.00	343,931.00	581,144.00	
Other State Revenue			8300-8599	684,485.00	251,234.00	(411,867.00)	665,418.00	384,669.00	147,242.00	369,061.00	427,288.00	
Other Local Revenue			8600-8799	473,654.00	307,894.00	(232,077.00)	5,467.00	205,284.00	321,170.00	191,966.00	167,127.00	
Interfund Transfers In			8910-8929	0.00								
All Other Financing Sources			8930-8979									
TOTAL RECEIPTS				5,914,454.00	3,823,208.00	(6,186,080.00)	1,043,035.00	1,894,171.00	3,519,597.00	4,714,857.00	1,975,854.00	
C. DISBURSEMENTS												
Certificated Salaries			1000-1999	608,689.00	1,487,110.00	1,485,756.00	1,558,918.00	1,518,905.00	82,012.00	2,987,253.00	1,501,026.00	
Classified Salaries			2000-2999	232,385.00	463,034.00	488,843.00	519,719.00	506,570.00	474,842.00	574,591.00	498,636.00	
Employee Benefits			3000-3999	250,766.00	587,057.00	584,623.00	599,536.00	589,981.00	211,646.00	995,620.00	595,760.00	
Books and Supplies			4000-4999	7,519.00	146,804.00	76,732.00	59,174.00	50,690.00	26,142.00	82,511.00	16,192.00	
Services			5000-5999	55,080.00	372,003.00	201,585.00	546,988.00	285,610.00	220,618.00	468,467.00	168,830.00	
Capital Outlay			6000-6599	6,479.00	11,134.00		0.00					
Other Outgo			7000-7499	10,450.00	32,741.00		1,248.00		7,973.00	8,311.00		
Interfund Transfers Out			7600-7629									
All Other Financing Uses			7630-7699									
TOTAL DISBURSEMENTS				1,171,368.00	3,099,883.00	2,837,539.00	3,285,583.00	2,951,756.00	1,023,233.00	5,116,753.00	2,780,444.00	
D. BALANCE SHEET TRANSACTIONS												
Assets												
Cash Not In Treasury			9111-9199	10,000.00								
Accounts Receivable			9200-9299	9,733,532.46	(8,463.00)	(12,323.00)	8,916,392.00	890,317.00	(15,059.41)	68,413.00	19,815.00	(301.00)
Due From Other Funds			9310	146,186.05								
Stores			9320	12,984.09								
Prepaid Expenditures			9330	65,540.74								
Other Current Assets			9340		2,370,000.00						0.00	
SUBTOTAL ASSETS				9,968,243.34	2,361,537.00	(12,323.00)	8,916,392.00	890,317.00	(15,059.41)	68,413.00	19,815.00	(301.00)
Liabilities												
Accounts Payable			9500-9599	1,065,977.01	1,159,612.00	(331,637.00)	(217,103.00)	(173,918.00)	3,326.87	397,408.00	(650,184.00)	(344,596.00)
Due To Other Funds			9610	12,799.00								
Current Loans			9640	6,960,000.00						6,960,000.00		0.00
Deferred Revenues			9650	37,969.48								
SUBTOTAL LIABILITIES				8,076,745.49	1,159,612.00	(331,637.00)	(217,103.00)	(173,918.00)	3,326.87	397,408.00	6,309,816.00	(344,596.00)
Nonoperating												
Suspense Clearing			9910									
TOTAL BALANCE SHEET TRANSACTIONS				1,891,497.85	1,201,925.00	319,314.00	9,133,495.00	1,064,235.00	(18,386.28)	(328,995.00)	(6,290,001.00)	344,295.00
E. NET INCREASE/DECREASE (B - C + D)					5,945,011.00	1,042,639.00	109,876.00	(1,178,313.00)	(1,075,971.28)	2,167,369.00	(6,691,897.00)	(460,295.00)
F. ENDING CASH (A + E)					8,378,408.34	9,421,047.34	9,530,923.34	8,352,610.34	7,276,639.06	9,444,008.06	2,752,111.06	2,291,816.06
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS												

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January								
A. BEGINNING CASH		2,291,816.06	2,471,162.06	2,647,847.06	270,822.06				
B. RECEIPTS									
Revenue Limit Sources									
Principal Apportionment	8010-8019	796,720.00	984,718.00	0.00	4,999,288.00	3,767,535.00		18,946,414.00	18,946,414.00
Property Taxes	8020-8079	2,354.00	1,390,777.00	520,776.00	76,039.00			4,695,847.00	4,695,847.00
Miscellaneous Funds	8080-8099	0.00	233.00	(153,456.00)	116.00			(152,918.00)	(152,918.00)
Federal Revenue	8100-8299	471,140.00	222,876.00	149,908.00	91,658.00	576,015.00		3,148,435.00	3,148,435.00
Other State Revenue	8300-8599	218,643.00	824,956.00	364,676.00	302,769.00	549,345.00		4,777,919.00	4,777,919.00
Other Local Revenue	8600-8799	97,241.00	209,877.00	197,823.00	141,319.00	622,014.00		2,708,759.00	2,708,759.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		1,586,098.00	3,633,437.00	1,079,727.00	5,611,189.00	5,514,909.00	0.00	34,124,456.00	34,124,456.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,592,438.00	1,592,438.00	1,592,438.00	334,289.00			16,341,272.00	16,341,272.00
Classified Salaries	2000-2999	552,520.00	552,520.00	552,523.00	331,330.00			5,747,513.00	5,747,513.00
Employee Benefits	3000-3999	655,639.00	655,639.00	655,639.00	464,587.00			6,846,493.00	6,846,493.00
Books and Supplies	4000-4999	244,597.00	244,597.00	244,594.00	511,377.00			1,710,929.00	1,710,929.00
Services	5000-5999	411,558.00	411,558.00	411,558.00	411,557.00			3,965,412.00	3,965,412.00
Capital Outlay	6000-6599				22.00			17,635.00	17,635.00
Other Outgo	7000-7499				129,042.00			189,765.00	189,765.00
Interfund Transfers Out	7600-7629				166,864.00			166,864.00	166,864.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		3,456,752.00	3,456,752.00	3,456,752.00	2,349,068.00	0.00	0.00	34,985,883.00	34,985,883.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not in Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							9,858,790.59	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340	4,500,000.00						6,870,000.00	
SUBTOTAL ASSETS		4,500,000.00	0.00	0.00	0.00	0.00	0.00	16,728,790.59	
Liabilities									
Accounts Payable	9500-9599							(157,091.13)	
Due To Other Funds	9610							0.00	
Current Loans	9640	2,450,000.00						9,410,000.00	
Deferred Revenues	9650							0.00	
SUBTOTAL LIABILITIES		2,450,000.00	0.00	0.00	0.00	0.00	0.00	9,252,908.87	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET TRANSACTIONS		2,050,000.00	0.00	0.00	0.00	0.00	0.00	7,475,881.72	
E. NET INCREASE/DECREASE (B - C + D)		179,346.00	176,685.00	(2,377,025.00)	3,262,121.00	5,514,909.00	0.00	6,614,454.72	(861,427.00)
F. ENDING CASH (A + E)		2,471,162.06	2,647,847.06	270,822.06	3,532,943.06				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								9,047,852.06	

	Object	Beginning Balance (Ref Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January									
A. BEGINNING CASH			3,532,843.06	4,636,516.06	5,258,952.06	844,731.06	(1,787,319.94)	(2,458,149.94)	(1,053,410.94)	1,561,265.06
B. RECEIPTS										
Revenue Limit Sources										
Principal Apportionment	8010-8019			431,824.00	2,426,863.00	960,854.00	1,731,046.00	1,731,046.00	3,293,057.00	1,266,670.00
Property Taxes	8020-8079								2,856,200.00	
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299			192,029.00	192,029.00	229,256.00	229,253.00	229,253.00	229,253.00	229,253.00
Other State Revenue	8300-8599		397,984.00	663,265.00	537,752.00	(741,296.00)	420,203.00	415,799.00	635,182.00	385,726.00
Other Local Revenue	8600-8799		137,393.00	137,393.00	137,393.00	127,393.00	156,926.00	196,101.00	466,534.00	79,599.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			535,377.00	1,424,511.00	3,294,037.00	576,207.00	2,537,428.00	2,572,199.00	7,480,226.00	1,981,248.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		658,689.00	1,572,745.00	1,591,328.00	1,591,328.00	1,591,328.00	90,422.00	2,989,195.00	1,591,328.00
Classified Salaries	2000-2999		247,385.00	478,034.00	533,194.00	533,194.00	533,194.00	533,194.00	600,720.00	533,194.00
Employee Benefits	3000-3999		258,866.00	595,057.00	669,345.00	669,345.00	669,345.00	129,453.00	861,244.00	669,345.00
Books and Supplies	4000-4999		91,210.00	91,210.00	91,210.00	91,210.00	91,210.00	91,210.00	91,210.00	91,210.00
Services	5000-5999		323,181.00	323,181.00	323,181.00	323,181.00	323,181.00	323,181.00	323,181.00	323,181.00
Capital Outlay	6000-6599		0.00							
Other Outgo	7000-7499		10,450.00	32,741.00						
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			1,589,781.00	3,092,968.00	3,208,258.00	3,208,258.00	3,208,258.00	1,167,460.00	4,865,550.00	3,208,258.00
D. BALANCE SHEET TRANSACTIONS										
Assets										
Cash Not in Treasury	9111-9199									
Accounts Receivable	9200-9299		3,224,016.00	2,290,893.00						
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									6,350,000.00
SUBTOTAL ASSETS		0.00	3,224,016.00	2,290,893.00	0.00	0.00	0.00	0.00	0.00	6,350,000.00
Liabilities										
Accounts Payable	9500-9599		1,066,039.00							
Due To Other Funds	9610									
Current Loans	9640				4,500,000.00				0.00	
Deferred Revenues	9650									
SUBTOTAL LIABILITIES		0.00	1,066,039.00	0.00	4,500,000.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET TRANSACTIONS		0.00	2,157,977.00	2,290,893.00	(4,500,000.00)	0.00	0.00	0.00	0.00	6,350,000.00
E. NET INCREASE/DECREASE (B - C + D)			1,103,573.00	622,436.00	(4,414,221.00)	(2,632,051.00)	(670,830.00)	1,404,739.00	2,614,676.00	5,102,990.00
F. ENDING CASH (A + E)			4,636,516.06	5,258,952.06	844,731.06	(1,787,319.94)	(2,458,149.94)	(1,053,410.94)	1,561,265.06	6,664,255.06
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January								
<b>A. BEGINNING CASH</b>		6,664,255.06	4,097,243.06	2,860,509.06	2,216,739.06				
<b>B. RECEIPTS</b>									
Revenue Limit Sources									
Principal Apportionment	8010-8019		1,234,683.00			5,918,290.00		18,994,333.00	18,438,910.00
Property Taxes	8020-8079			1,839,647.00				4,695,847.00	4,840,620.00
Miscellaneous Funds	8080-8099				(152,918.00)			(152,918.00)	(152,942.00)
Federal Revenue	8100-8299	229,253.00	229,253.00	229,253.00	229,253.00	243,890.00		2,691,228.00	2,892,495.00
Other State Revenue	8300-8599	385,726.00	385,726.00	385,726.00	385,726.00	715,489.00		4,973,008.00	4,727,756.00
Other Local Revenue	8600-8799	26,267.00	122,198.00	110,194.00	53,689.00	468,458.00		2,219,538.00	2,420,005.00
Interfund Transfers In	8910-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
<b>TOTAL RECEIPTS</b>		641,246.00	1,971,860.00	2,564,820.00	515,750.00	7,346,127.00	0.00	33,421,036.00	33,166,844.00
<b>C. DISBURSEMENTS</b>									
Certificated Salaries	1000-1999	1,591,328.00	1,591,664.00	1,591,664.00	476,103.00			16,927,122.00	16,744,814.00
Classified Salaries	2000-2999	533,194.00	533,194.00	533,190.00	276,660.00			5,868,347.00	5,855,015.00
Employee Benefits	3000-3999	669,345.00	669,345.00	669,345.00	422,518.00			6,952,553.00	6,918,269.00
Books and Supplies	4000-4999	91,210.00	91,210.00	91,210.00	91,201.00			1,094,511.00	1,026,907.00
Services	5000-5999	323,181.00	323,181.00	323,181.00	323,711.00			3,878,702.00	3,885,894.00
Capital Outlay	6000-6599							0.00	
Other Outgo	7000-7499				151,825.00			195,016.00	195,016.00
Interfund Transfers Out	7600-7629				170,960.00			170,960.00	166,864.00
All Other Financing Uses	7630-7699							0.00	
<b>TOTAL DISBURSEMENTS</b>		3,208,258.00	3,208,594.00	3,208,590.00	1,912,978.00	0.00	0.00	35,087,211.00	34,792,779.00
<b>D. BALANCE SHEET TRANSACTIONS</b>									
<u>Assets</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							5,514,909.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							6,350,000.00	
<b>SUBTOTAL ASSETS</b>		0.00	0.00	0.00	0.00	0.00	0.00	11,864,909.00	
<u>Liabilities</u>									
Accounts Payable	9500-9599							1,066,039.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							4,500,000.00	
Deferred Revenues	9650							0.00	
<b>SUBTOTAL LIABILITIES</b>		0.00	0.00	0.00	0.00	0.00	0.00	5,566,039.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
<b>TOTAL BALANCE SHEET TRANSACTIONS</b>		0.00	0.00	0.00	0.00	0.00	0.00	6,298,870.00	
<b>E. NET INCREASE/DECREASE (B - C + D)</b>		(2,567,012.00)	(1,236,734.00)	(643,770.00)	(1,397,228.00)	7,346,127.00	0.00	4,632,695.00	(1,625,935.00)
<b>F. ENDING CASH (A + E)</b>		4,097,243.06	2,860,509.06	2,216,739.06	819,511.06				
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>								8,165,638.06	

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2013-14 Projection (C)	% Change (Cols. E-C/C) (D)	2014-15 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted except line A1i)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. Revenue Limit Sources	8010-8099	22,108,908.00				
a. Base Revenue Limit per ADA (Form RLI, line 4, ID 0024)		6,693.46	1.65%	6,803.90	2.20%	6,953.59
b. AB 851 Add-on (Meals, BTS, Special Adj.) (Form RLI, line 5b, ID 0719)		14.29	1.68%	14.53	2.20%	14.85
c. Revenue Limit ADA (Form RLI, line 5c, ID 0033)		4,493.39	-1.34%	4,433.39	0.00%	4,433.39
d. Total Base Revenue Limit ([Line A1a plus A1b] times A1c) (ID 0034, 0724)		30,140,536.77	0.29%	30,228,759.38	2.20%	30,893,812.21
e. Other Revenue Limit (Form RLI, lines 6 thru 14)		0.00	0.00%	0.00	0.00%	0.00
f. Total Revenue Limit Subject to Deficit (Sum lines A1d plus A1e, ID 0082)		30,140,536.77	0.29%	30,228,759.38	2.20%	30,893,812.21
g. Deficit Factor (Form RLI, line 16)		0.77728	0.00%	0.77728	0.00%	0.77728
h. Deficit Revenue Limit (Line A1f times line A1g) (ID 0284)		23,427,636.42	0.29%	23,496,210.09	2.20%	24,013,142.35
i. Plus: Other Adjustments (e.g., basic aid, charter schools object 8015, prior year adjustments objects 8019 and 8099)			0.00%	0.00	0.00%	0.00
j. Revenue Limit Transfers (Objects 8091 and 8097)		(1,380,435.00)	0.25%	(1,383,850.00)	2.20%	(1,414,235.00)
k. Other Adjustments (Form RLI, lines 18 thru 20 and line 41)		61,707.00	-33.47%	41,052.00	0.00%	41,052.00
l. Total Revenue Limit Sources (Sum lines A1h thru A1k) (Must equal line A1)		22,108,908.42	0.20%	22,153,412.09	2.20%	22,639,959.35
2. Federal Revenues	8100-8299	823.00	-100.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	3,413,662.00	6.90%	3,649,083.00	-18.97%	2,956,879.00
4. Other Local Revenues	8600-8799	344,147.00	-25.41%	256,700.00	0.00%	256,700.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(2,991,870.00)	15.33%	(3,450,489.00)	0.00%	(3,450,489.00)
6. Total (Sum lines A1l thru A5)		22,875,670.42	-1.17%	22,608,706.09	-0.91%	22,403,049.35
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				12,406,554.00		12,851,800.00
b. Step & Column Adjustment				180,525.00		180,525.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				264,721.00		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	12,406,554.00	3.59%	12,851,800.00	1.40%	13,032,325.00
2. Classified Salaries						
a. Base Salaries				3,041,691.00		3,105,733.00
b. Step & Column Adjustment				12,434.00		12,434.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				51,608.00		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,041,691.00	2.11%	3,105,733.00	0.40%	3,118,167.00
3. Employee Benefits	3000-3999	4,701,152.00	2.26%	4,807,212.00	1.50%	4,879,320.00
4. Books and Supplies	4000-4999	398,067.50	0.00%	398,067.00	0.00%	398,067.00
5. Services and Other Operating Expenditures	5000-5999	2,930,395.50	0.00%	2,930,395.00	0.00%	2,930,395.00
6. Capital Outlay	6000-6999	6,500.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	59,494.00	8.83%	64,745.00	0.00%	64,745.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(170,998.00)	0.08%	(171,142.00)	0.00%	(171,142.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	166,864.00	2.45%	170,960.00	0.00%	170,960.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		23,539,720.00	2.63%	24,157,770.00	1.10%	24,422,837.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		(664,049.58)		(1,549,063.91)		(2,019,787.65)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		3,302,936.40		2,638,886.82		1,089,822.91
2. Ending Fund Balance (Sum lines C and D1)		2,638,886.82		1,089,822.91		(929,964.74)
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	50,638.00		33,964.00		33,964.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,100,000.00		1,055,000.00		1,065,200.00
2. Unassigned/Unappropriated	9790	1,488,248.40		858.91		(2,029,128.74)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,638,886.40		1,089,822.91		(929,964.74)

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2013-14 Projection (C)	% Change (Cols. E-C/C) (D)	2014-15 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,100,000.00		1,055,000.00		1,065,200.00
c. Unassigned/Unappropriated	9790	1,488,248.40		858.91		(2,029,128.74)
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
<b>3. Total Available Reserves (Sum lines E1a thru E2c)</b>		<b>2,588,248.40</b>		<b>1,055,858.91</b>		<b>(963,928.74)</b>
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Please see attached.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2013-14 Projection (C)	% Change (Cols. E-C/C) (D)	2014-15 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. Revenue Limit Sources	8010-8099	1,380,435.00	0.25%	1,383,850.00	2.20%	1,414,235.00
2. Federal Revenues	8100-8299	3,147,612.00	-14.50%	2,691,228.00	0.00%	2,691,228.00
3. Other State Revenues	8300-8599	1,364,257.00	-2.96%	1,323,925.00	-0.05%	1,323,325.00
4. Other Local Revenues	8600-8799	2,364,612.00	-16.99%	1,962,838.00	0.00%	1,962,838.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	2,991,870.00	15.33%	3,450,489.00	0.00%	3,450,489.00
6. Total (Sum lines A1 thru A5)		11,248,786.00	-3.88%	10,812,330.00	0.28%	10,842,115.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				3,934,718.00		4,075,322.00
b. Step & Column Adjustment				57,008.00		57,008.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				83,596.00		(112,524.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,934,718.00	3.57%	4,075,322.00	-1.36%	4,019,806.00
2. Classified Salaries						
a. Base Salaries				2,705,822.00		2,762,614.00
b. Step & Column Adjustment				11,026.00		11,026.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				45,766.00		(75,016.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,705,822.00	2.10%	2,762,614.00	-2.32%	2,698,624.00
3. Employee Benefits	3000-3999	2,145,341.00	0.00%	2,145,341.00	1.50%	2,177,521.00
4. Books and Supplies	4000-4999	1,311,387.00	-46.89%	696,444.00	0.00%	696,444.00
5. Services and Other Operating Expenditures	5000-5999	1,036,491.00	-8.51%	948,307.00	0.00%	948,307.00
6. Capital Outlay	6000-6999	11,135.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	224,633.00	0.00%	224,633.00	0.00%	224,633.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	76,636.00	0.19%	76,780.00	0.00%	76,780.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		11,446,163.00	-4.51%	10,929,441.00	-0.80%	10,842,115.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		(197,377.00)		(117,111.00)		0.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,021,958.79		824,581.79		707,470.79
2. Ending Fund Balance (Sum lines C and D1)		824,581.79		707,470.79		707,470.79
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	824,581.79		707,470.79		707,470.79
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		824,581.79		707,470.79		707,470.79



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2013-14 Projection (C)	% Change (Cols. E-C/C) (D)	2014-15 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Please see attached.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2013-14 Projection (C)	% Change (Cols. E-C/C) (D)	2014-15 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. Revenue Limit Sources	8010-8099	23,489,343.00	0.20%	23,537,262.09	2.20%	24,054,194.35
2. Federal Revenues	8100-8299	3,148,435.00	-14.52%	2,691,228.00	0.00%	2,691,228.00
3. Other State Revenues	8300-8599	4,777,919.00	4.08%	4,973,008.00	-13.93%	4,280,204.00
4. Other Local Revenues	8600-8799	2,708,759.00	-18.06%	2,219,538.00	0.00%	2,219,538.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5)		34,124,456.42	-2.06%	33,421,036.09	-0.53%	33,245,164.35
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				16,341,272.00		16,927,122.00
b. Step & Column Adjustment				237,533.00		237,533.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				348,317.00		(112,524.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,341,272.00	3.59%	16,927,122.00	0.74%	17,052,131.00
2. Classified Salaries						
a. Base Salaries				5,747,513.00		5,868,347.00
b. Step & Column Adjustment				23,460.00		23,460.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				97,374.00		(75,016.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,747,513.00	2.10%	5,868,347.00	-0.88%	5,816,791.00
3. Employee Benefits	3000-3999	6,846,493.00	1.55%	6,952,553.00	1.50%	7,056,841.00
4. Books and Supplies	4000-4999	1,709,454.50	-35.97%	1,094,511.00	0.00%	1,094,511.00
5. Services and Other Operating Expenditures	5000-5999	3,966,886.50	-2.22%	3,878,702.00	0.00%	3,878,702.00
6. Capital Outlay	6000-6999	17,635.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	284,127.00	1.85%	289,378.00	0.00%	289,378.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(94,362.00)	0.00%	(94,362.00)	0.00%	(94,362.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	166,864.00	0.00%	170,960.00	0.00%	170,960.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		34,985,883.00	0.29%	35,087,211.00	0.51%	35,264,952.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		(861,426.58)		(1,666,174.91)		(2,019,787.65)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		4,324,895.19		3,463,468.61		1,797,293.70
2. Ending Fund Balance (Sum lines C and D1)		3,463,468.61		1,797,293.70		(222,493.95)
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	50,638.00		33,964.00		33,964.00
b. Restricted	9740	824,581.79		707,470.79		707,470.79
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,100,000.00		1,055,000.00		1,065,200.00
2. Unassigned/Unappropriated	9790	1,488,248.40		858.91		(2,029,128.74)
f. Total Components of Ending Fund Balance						
(Line D3eF must agree with line D2)		3,463,468.19		1,797,293.70		(222,493.95)

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2013-14 Projection (C)	% Change (Cols. E-C/C) (D)	2014-15 Projection (E)
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,100,000.00		1,055,000.00		1,065,200.00
c. Unassigned/Unappropriated	9790	1,488,248.40		858.91		(2,029,128.74)
d. Negative Restricted Ending Balances (Negative resources 2000-9999) (Enter projections)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2b)		2,588,248.40		1,055,858.91		(963,928.74)
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		7.40%		3.01%		-2.73%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA Used to determine the reserve standard percentage level on line F3d (Column A: Form AI, Estimated P-2 ADA column, lines 1-4 and 22; enter projections)		4,396.61		4,336.61		4,336.61
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		34,985,883.00		35,087,211.00		35,264,952.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		34,985,883.00		35,087,211.00		35,264,952.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,049,576.49		1,052,616.33		1,057,948.56
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,049,576.49		1,052,616.33		1,057,948.56
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		NO

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2013-14 Projection (C)	% Change (Cols. E-C/C) (D)	2014-15 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	0.00	0.00%	0.00	0.00%	0.00
4. Other Local Revenues	8600-8799	0.00	0.00%	0.00	0.00%	0.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5)		0.00	0.00%	0.00	0.00%	0.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries	1000-1999	0.00	0.00%	0.00	0.00%	0.00
2. Classified Salaries	2000-2999	0.00	0.00%	0.00	0.00%	0.00
3. Employee Benefits	3000-3999	0.00	0.00%	0.00	0.00%	0.00
4. Books and Supplies	4000-4999	0.00	0.00%	0.00	0.00%	0.00
5. Services and Other Operating Expenditures	5000-5999	0.00	0.00%	0.00	0.00%	0.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section E below)						
11. Total (Sum lines B1 thru B10)		0.00	0.00%	0.00	0.00%	0.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		0.00		0.00		0.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance	9791-9795	(1,322,482.46)		(1,322,482.46)		(1,322,482.46)
2. Ending Fund Balance (Sum lines C and D1)		(1,322,482.46)		(1,322,482.46)		(1,322,482.46)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	0.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	(1,322,482.46)		(1,322,482.46)		(1,322,482.46)
f. Total Components of Ending Fund Balance		(1,322,482.46)		(1,322,482.46)		(1,322,482.46)
(Line D3f must agree with Line D2)		(1,322,482.46)		(1,322,482.46)		(1,322,482.46)
<b>E. ASSUMPTIONS</b>						
Please provide below or on a separate attachment the assumptions used to determine the projections for the first and second subsequent fiscal years.						
Please see attached memorandum.						

Description	Principal Appt. Software Data ID	Original Budget	Board Approved Operating Budget	Projected Year Totals
<b>BASE REVENUE LIMIT PER ADA</b>				
1. Base Revenue Limit per ADA (prior year)	0025	6,481.46	6,481.46	6,481.46
2. Inflation Increase	0041	212.00	212.00	212.00
3. All Other Adjustments	0042, 0525	0.00	0.00	0.00
4. TOTAL, BASE REVENUE LIMIT PER ADA (Sum Lines 1 through 3)	0024	6,693.46	6,693.46	6,693.46
<b>REVENUE LIMIT SUBJECT TO DEFICIT</b>				
5. Total Base Revenue Limit				
a. Base Revenue Limit per ADA (from Line 4)	0024	6,693.46	6,693.46	6,693.46
b. AB 851 Add-on (Meals, BTS, Special Adjustments)	0719	0.00	14.29	14.29
c. Revenue Limit ADA	0033	4,488.32	4,493.39	4,493.39
d. Total Base Revenue Limit (Lines 5a plus 5b, times 5c)	0034, 0724	30,042,390.39	30,140,536.77	30,140,536.77
6. Allowance for Necessary Small School	0489	0.00	0.00	0.00
7. Gain or Loss from Interdistrict Attendance Agreements	0272	0.00	0.00	0.00
8. Meals for Needy Pupils	0090			
9. Special Revenue Limit Adjustments	0274	0.00	0.00	0.00
10. One-time Equalization Adjustments	0275			
11. Miscellaneous Revenue Limit Adjustments	0276, 0659	0.00	0.00	0.00
12. Less: All Charter District Revenue Limit Adjustment	0217	0.00	0.00	0.00
13. Beginning Teacher Salary Incentive Funding	0552			
14. Less: Class Size Penalties Adjustment	0173	0.00	0.00	0.00
15. REVENUE LIMIT SUBJECT TO DEFICIT (Sum Lines 5d through 11, plus Line 13, minus Lines 12 and 14)	0082	30,042,390.39	30,140,536.77	30,140,536.77
<b>DEFICIT CALCULATION</b>				
16. Deficit Factor	0281	0.77728	0.77728	0.77728
17. TOTAL, DEFICITED REVENUE LIMIT (Line 15 times Line 16)	0284	23,351,349.20	23,427,636.42	23,427,636.42
<b>OTHER REVENUE LIMIT ITEMS</b>				
18. Unemployment Insurance Revenue	0060	240,854.00	253,062.00	253,062.00
19. Less: Longer Day/Year Penalty	0287	0.00	0.00	0.00
20. Less: Excess ROC/P Reserves Adjustment	0288	0.00	0.00	0.00
21. Less: PERS Reduction	0195	47,506.00	46,107.00	46,107.00
22. PERS Safety Adjustment/SFUSD PERS Adjustment	0205, 0654	0.00	0.00	0.00
23. TOTAL, OTHER REVENUE LIMIT ITEMS (Sum Lines 18 and 22, minus Lines 19 through 21)	---	193,348.00	206,955.00	206,955.00
24. TOTAL REVENUE LIMIT (Sum Lines 17 and 23)	0088	23,544,697.20	23,634,591.42	23,634,591.42

Description	Principal Appt. Software Data ID	Original Budget	Board Approved Operating Budget	Projected Year Totals
<b>REVENUE LIMIT - LOCAL SOURCES</b>				
25. Property Taxes	0587	5,043,961.00	4,695,847.00	4,695,847.00
26. Miscellaneous Funds	0588	654.00	654.00	654.00
27. Community Redevelopment Funds	0589, 0721	0.00	0.00	0.00
28. Less: Charter Schools In-lieu Taxes	0595	199,679.00	199,679.00	199,679.00
29. TOTAL, REVENUE LIMIT - LOCAL SOURCES (Sum Lines 25 through 27, minus Line 28)	0126	4,844,936.00	4,496,822.00	4,496,822.00
30. Charter School General Purpose Block Grant Offset (Unified Districts Only)	0293	0.00	0.00	0.00
31. STATE AID PORTION OF REVENUE LIMIT (Sum Line 24, minus Lines 29 and 30. If negative, then zero)	0111	18,699,761.20	19,137,769.42	19,137,769.42
<b>OTHER ITEMS</b>				
32. Less: County Office Funds Transfer	0458	181,314.00	191,355.00	191,355.00
33. Core Academic Program	9001			
34. California High School Exit Exam	9002			
35. Pupil Promotion and Retention Programs (Retained and Recommended for Retention, and Low STAR and At Risk of Retention)	9016, 9017			
36. Apprenticeship Funding	0570			
37. Community Day School Additional Funding	3103, 9007			
38. Basic Aid "Choice"/Court Ordered Voluntary Pupil Transfer	0634, 0629	0.00	0.00	0.00
39. Basic Aid Supplement Charter School Adjustment	9018	0.00	0.00	0.00
40. All Other Adjustments	---	(1,979,349.00)	0.00	0.00
41. TOTAL, OTHER ITEMS (Sum Lines 33 through 40, minus Line 32)	---	(2,160,663.00)	(191,355.00)	(191,355.00)
42. TOTAL, STATE AID PORTION OF REVENUE LIMIT (Sum Lines 31 and 41) (This amount should agree with Object 8011)	---	16,539,098.20	18,946,414.42	18,946,414.42
<b>OTHER NON-REVENUE LIMIT ITEMS</b>				
43. Core Academic Program	9001	39,465.00	83,392.00	83,292.00
44. California High School Exit Exam	9002	0.00	87,398.00	87,398.00
45. Pupil Promotion and Retention Programs (Retained and Recommended for Retention, and Low STAR and At Risk of Retention)	9016, 9017	71,380.00	28,204.00	28,204.00
46. Apprenticeship Funding	0570	0.00	0.00	0.00
47. Community Day School Additional Funding	3103, 9007	0.00	0.00	0.00

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

## CRITERIA AND STANDARDS

### 1. CRITERION: Average Daily Attendance

**STANDARD:** Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's ADA Standard Percentage Range: -2.0% to +2.0%

#### 1A. Calculating the District's ADA Variances

**DATA ENTRY:** First Interim data that exist will be extracted; otherwise enter data into the first column for all fiscal years. Second Interim Projected Year Totals data for Current Year are extracted. If Second Interim Form MYPI exists, Projected Year Totals data will be extracted for the two subsequent years; if not, enter data into the second column.

Fiscal Year	Revenue Limit (Funded) ADA		Percent Change	Status
	First Interim	Second Interim		
	Projected Year Totals (Form 01CSI, Item 1A)	Projected Year Totals (Form RLI, Line 5c) (Form MYPI, Unrestricted, A1c)		
Current Year (2012-13)	4,492.92	4,493.39	0.0%	Met
1st Subsequent Year (2013-14)	4,432.92	4,433.39	0.0%	Met
2nd Subsequent Year (2014-15)	4,432.92	4,433.39	0.0%	Met

#### 1B. Comparison of District ADA to the Standard

**DATA ENTRY:** Enter an explanation if the standard is not met.

1a. **STANDARD MET** - Funded ADA has not changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:  
(required if NOT met)

## 2. CRITERION: Enrollment

**STANDARD:** Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

### 2A. Calculating the District's Enrollment Variances

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
Current Year (2012-13)	4,585	4,621	0.8%	Met
1st Subsequent Year (2013-14)	4,559	4,561	0.0%	Met
2nd Subsequent Year (2014-15)	4,559	4,561	0.0%	Met

### 2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a STANDARD MET - Enrollment projections have not changed since first interim projections by more than two percent for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)



**3. CRITERION: ADA to Enrollment**

**STANDARD:** Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

**DATA ENTRY:** Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines 3, 6, and 25)	Enrollment CBEDS Actual (Form 01CSI, Item 3A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2009-10)	4,688	5,213	89.9%
Second Prior Year (2010-11)	4,618	5,081	90.9%
First Prior Year (2011-12)	4,452	4,865	91.5%
Historical Average Ratio:			90.8%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			91.3%

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

**DATA ENTRY:** If Form MYPI exists, Estimated P-2 ADA data for the two subsequent years will be extracted; if not, enter Estimated P-2 ADA data in the first column. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines 1-4 and 22) (Form MYPI, Line F2)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2012-13)	4,397	4,621	95.2%	Not Met
1st Subsequent Year (2013-14)	4,337	4,561	95.1%	Not Met
2nd Subsequent Year (2014-15)	4,337	4,561	95.1%	Not Met

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

**DATA ENTRY:** Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected P-2 ADA to enrollment ratio exceeds the standard in any of the current year or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

**Explanation:**  
(required if NOT met)

The District has made great efforts to encourage students to attend. We maintain that level and the ration shows our success in this area. The ration will increase as our success continues.

#### 4. CRITERION: Revenue Limit

**STANDARD:** Projected revenue limit for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Revenue Limit Standard Percentage Range: -2.0% to +2.0%

##### 4A. Calculating the District's Projected Change in Revenue Limit

**DATA ENTRY:** First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	Revenue Limit (Fund 01, Objects 8011, 8020-8089)		Percent Change	Status
	First Interim (Form 01CSI, Item 4A)	Second Interim Projected Year Totals		
Current Year (2012-13)	23,592,320.00	23,642,915.00	0.2%	Met
1st Subsequent Year (2013-14)	23,280,838.00	23,496,210.00	0.9%	Met
2nd Subsequent Year (2014-15)	24,283,143.00	24,013,142.00	-1.1%	Met

##### 4B. Comparison of District Revenue Limit to the Standard

**DATA ENTRY:** Enter an explanation if the standard is not met.

- 1a. **STANDARD MET** - Revenue limit has not changed since first interim projections by more than two percent for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

## 5. CRITERION: Salaries and Benefits

**STANDARD:** Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

### 5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

**DATA ENTRY:** Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2009-10)	22,219,603.01	25,386,583.02	87.5%
Second Prior Year (2010-11)	22,234,957.83	24,918,325.46	89.2%
First Prior Year (2011-12)	20,362,484.94	22,975,334.10	88.6%
	Historical Average Ratio:		88.4%

	Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	85.4% to 91.4%	85.4% to 91.4%	85.4% to 91.4%

### 5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

**DATA ENTRY:** If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2012-13)	20,149,397.00	23,372,856.00	86.2%	Met
1st Subsequent Year (2013-14)	20,764,745.00	23,986,810.00	86.6%	Met
2nd Subsequent Year (2014-15)	21,029,812.00	24,251,877.00	86.7%	Met

### 5C. Comparison of District Salaries and Benefits Ratio to the Standard

**DATA ENTRY:** Enter an explanation if the standard is not met.

- 1a STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

**6. CRITERION: Other Revenues and Expenditures**

**STANDARD:** Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

**6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range**

**DATA ENTRY:** First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for the Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)</b>				
Current Year (2012-13)	3,192,495.00	3,148,435.00	-1.4%	No
1st Subsequent Year (2013-14)	2,892,495.00	2,691,228.00	-7.0%	Yes
2nd Subsequent Year (2014-15)	2,892,495.00	2,691,228.00	-7.0%	Yes

Explanation:  
(required if Yes)

Federal revenues were reduced to accomodate the reduction as a result of the "fiscal cliff" sequestration.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)</b>				
Current Year (2012-13)	4,676,172.00	4,777,919.00	2.2%	No
1st Subsequent Year (2013-14)	4,727,758.00	4,973,008.00	5.2%	Yes
2nd Subsequent Year (2014-15)	4,038,032.00	4,280,204.00	6.0%	Yes

Explanation:  
(required if Yes)

State revenue increased in 13/14 as a result of the planned participation of the Mandated Block Grant Program. For fiscal year 2014/15, no funding is anticipated for K-3 CSR since no program is currently in place to replace those funds.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)</b>				
Current Year (2012-13)	2,482,469.00	2,708,759.00	9.1%	Yes
1st Subsequent Year (2013-14)	2,420,005.00	2,219,538.00	-8.3%	Yes
2nd Subsequent Year (2014-15)	2,420,005.00	2,219,538.00	-8.3%	Yes

Explanation:  
(required if Yes)

The change in local is a result of larger than anticipated money from the Selpa into Special Education. In the out year's that money was not included due to the unexpected receipt of the funds.

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)</b>				
Current Year (2012-13)	1,688,197.00	1,709,454.50	1.3%	No
1st Subsequent Year (2013-14)	1,026,907.00	1,094,511.00	6.6%	Yes
2nd Subsequent Year (2014-15)	1,026,907.00	1,094,511.00	6.6%	Yes

Explanation:  
(required if Yes)

Current year budgets include carryover from a previous year. in the out years, carryover funds are not anticipated and budgets are built on expected awards only.

<b>Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)</b>				
Current Year (2012-13)	3,903,418.00	3,966,886.50	1.6%	No
1st Subsequent Year (2013-14)	3,885,894.00	3,878,702.00	-0.2%	No
2nd Subsequent Year (2014-15)	3,885,894.00	3,878,702.00	-0.2%	No

Explanation:  
(required if Yes)

**6B. Calculating the District's Change in Total Operating Revenues and Expenditures**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2012-13)	10,351,136.00	10,635,113.00	2.7%	Met
1st Subsequent Year (2013-14)	10,040,256.00	9,883,774.00	-1.6%	Met
2nd Subsequent Year (2014-15)	9,350,532.00	9,190,970.00	-1.7%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2012-13)	5,591,615.00	5,676,341.00	1.5%	Met
1st Subsequent Year (2013-14)	4,912,801.00	4,973,213.00	1.2%	Met
2nd Subsequent Year (2014-15)	4,912,801.00	4,973,213.00	1.2%	Met

**6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD MET - Projected total operating revenues have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:  
Federal Revenue  
(linked from 6A  
if NOT met)

Explanation:  
Other State Revenue  
(linked from 6A  
if NOT met)

Explanation:  
Other Local Revenue  
(linked from 6A  
if NOT met)

- 1b. STANDARD MET - Projected total operating expenditures have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:  
Books and Supplies  
(linked from 6A  
if NOT met)

Explanation:  
Services and Other Exps  
(linked from 6A  
if NOT met)

**7. CRITERION: Facilities Maintenance**

**STANDARD:** Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code sections 17584 (Deferred Maintenance) and 17070.75 (Ongoing and Major Maintenance Account).

**7A. Determining the District's Compliance with the Contribution Requirement for EC Section 17584 - Deferred Maintenance**

**NOTE:** SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), eliminates the local match requirement for Deferred Maintenance from 2008-09 through 2014-15. Therefore, this section has been inactivated for that period.

**7B. Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 as modified by Section 17070.766 and amended by SB 70 (Chapter 7, Statutes of 2011), effective 2008-09 through 2014-15 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

**NOTE:** SB 70 (Chapter 7, Statutes of 2011) extends EC Section 17070.766 from 2008-09 through 2014-15. EC Section 17070.766 reduced the contributions required by EC Section 17070.75 from 3 percent to 1 percent. Therefore, the calculation in this section has been revised accordingly for that period.

**DATA ENTRY:** Budget Adoption and First Interim data that exist will be extracted; otherwise, enter Budget Adoption and First Interim data into lines 1 and 2 as applicable. All other data are extracted.

	Budget Adoption 1% Required Minimum Contribution (Form 01CSI, Item 7B1)	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	334,748.00	730,267.00	Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7B, Line 1)		730,267.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Green School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(D)])
<input type="checkbox"/>	Other (explanation must be provided)

**Explanation:**  
(required if NOT met  
and Other is marked)

**8. CRITERION: Deficit Spending**

**STANDARD:** Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in any of the current fiscal year or two subsequent fiscal years.

<sup>1</sup>Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

**8A. Calculating the District's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)
District's Available Reserve Percentages (Criterion 10C, Line 9)	7.4%	3.0%	-2.7%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	2.5%	1.0%	-0.9%

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: Current Year data are extracted. If Form MYP1 exists, data for the two subsequent years will be extracted. If not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYP1, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYP1, Line B11) Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2012-13)	(664,050.00)	23,539,720.00	Not Met
1st Subsequent Year (2013-14)	(1,549,063.91)	24,157,770.00	Not Met
2nd Subsequent Year (2014-15)	(2,019,787.65)	24,422,837.00	Not Met

**8C. Comparison of District Deficit Spending to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:  
(required if NOT met)

For fiscal year 13/14, deficit spending increased with the return of furlough days to reestablish a 180 day school calendar. Currently, no reductions are planned for 13/14. Planned carryover will cover the shortfall. For fiscal year 14/15, no adjustments have been made or negotiated. The Governor's LCFF plan has not been included in the budget but K-3 CSR funding was removed due to the sunseting of the flexibility of the program. When a funding model is established for Districts, adjustments will be made.

**9. CRITERION: Fund and Cash Balances**

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

**9A-1. Determining if the District's General Fund Ending Balance is Positive**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 011, Line F2 ) (Form MYPI, Line D2)		Status
Current Year (2012-13)		3,463,468.19	Met
1st Subsequent Year (2013-14)		1,797,293.70	Met
2nd Subsequent Year (2014-15)		(222,493.95)	Not Met

**9A-2. Comparison of the District's Ending Fund Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - General fund ending balance is projected to be negative for any of the current fiscal year or two subsequent fiscal years. Provide reasons for the negative fund balance(s), a description of the methods and assumptions used in projecting the ending fund balance, and what changes will be made to ensure the ending fund balance is positive.

Explanation:  
(required if NOT met)

As stated above, no revenue or expenditure adjustments have been that relate to the Governor's LCFF or negotiations. Fiscal year 14/15 will be more defined at budget adoption.

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

**9B-1. Determining if the District's Ending Cash Balance is Positive**

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)		Status
Current Year (2012-13)		3,532,943.06	Met

**9B-2. Comparison of the District's Ending Cash Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:  
(required if NOT met)



**10. CRITERION: Reserves**

**STANDARD:** Available reserves<sup>1</sup> for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

Percentage Level	District ADA		
5% or \$61,000 (greater of)	0	to	300
4% or \$61,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

<sup>1</sup> Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)
District Estimated P-2 ADA (Criterion 3, Item 3B)	4,397	4,337	4,337
District's Reserve Standard Percentage Level:	3%	3%	3%

**10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)**

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
  - a. Enter the name(s) of the SELPA(s):

No

- b. Special Education Pass-through Funds  
(Fund 10, resources 3300-3499 and 6500-6540,  
objects 7211-7213 and 7221-7223)

Current Year Projected Year Totals (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)
0.00		

**10B. Calculating the District's Reserve Standard**

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	34,985,883.00	35,087,211.00	35,264,952.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00		
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	34,985,883.00	35,087,211.00	35,264,952.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,049,576.49	1,052,616.33	1,057,948.56
6. Reserve Standard - by Amount (\$61,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,049,576.49	1,052,616.33	1,057,948.56

### 10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years. If Fund 17 does not exist, enter data for the current and two subsequent years, as appropriate.

Reserve Amounts	Current Year Projected Year Totals (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)
(Unrestricted resources 0000-1999 except Line 4)			
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	1,100,000.00	1,055,000.00	1,065,200.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	1,488,248.40	858.91	(2,029,128.74)
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	2,588,248.40	1,055,858.91	(963,928.74)
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	7.40%	3.01%	-2.73%
District's Reserve Standard (Section 10B, Line 7):	1,049,576.49	1,052,616.33	1,057,948.56
Status:	Met	Met	Not Met

### 10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Available reserves are below the standard in one or more of the current year or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to increase reserves to, or above, the standard.

Explanation:  
(required if NOT met)

As stated above, fiscal year 14/15 will be further clarified by budget adoption of fiscal year 13/14.

## SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

### S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

### S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

### S3. Temporary Interfund Borrowings

- 1a. Does your district have projected temporary borrowings between funds?  
(Refer to Education Code Section 42603)

No

- 1b. If Yes, identify the interfund borrowings:

### S4. Contingent Revenues

- 1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0%  
or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. Enter data into the second column, except for Current Year Contributions, which are extracted.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund</b> (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2012-13)	(2,916,077.00)	(2,991,870.00)	2.6%	75,793.00	Met
1st Subsequent Year (2013-14)	(2,716,586.00)	(3,450,489.00)	27.0%	733,903.00	Not Met
2nd Subsequent Year (2014-15)	(2,941,096.00)	(3,450,489.00)	17.3%	509,393.00	Not Met
<b>1b. Transfers In, General Fund *</b>					
Current Year (2012-13)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2013-14)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2014-15)	0.00	0.00	0.0%	0.00	Met
<b>1c. Transfers Out, General Fund *</b>					
Current Year (2012-13)	166,864.00	166,864.00	0.0%	0.00	Met
1st Subsequent Year (2013-14)	166,864.00	170,960.00	2.5%	4,096.00	Met
2nd Subsequent Year (2014-15)	166,864.00	170,960.00	2.5%	4,096.00	Met

**1d. Capital Project Cost Overruns**

Have capital project cost overruns occurred since first interim projections that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since first interim projections by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:  
(required if NOT met)

The increase in contributions since first interim result from the possible Federal sequestration reductions. No staffing adjustments are planned for 13/14 and none have been negotiated for 14/15.

- 1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

- 1c. MET - Projected transfers out have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

--

- 1d. NO - There have been no capital project cost overruns occurring since first interim projections that may impact the general fund operational budget.

Project Information:  
(required if YES)


**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the District's Long-term Commitments**

DATA ENTRY: If First Interim data exist (Form 01CSI, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no First Interim data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?  
(If No, skip items 1b and 2 and sections S6B and S6C)
- Yes
- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since first interim projections?
- No
2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2012
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	2	Fund 01, Resource 7220, Object 8xxx	01/7220/7438, 7439	21,349
Certificates of Participation				
General Obligation Bonds		Capital Appreciation Bonds		67,333,791
Supp Early Retirement Program	0	Fund 01, Resource 0000, Object 8xxx	Fund 01, Resource 0000, Object 7438, 7439	6,367
State School Building Loans				
Compensated Absences		Fund 01, Resource 0000, Object 8xxx		96,319

Other Long-term Commitments (do not include OPEB):


Type of Commitment (continued)	Prior Year (2011-12) Annual Payment (P & I)	Current Year (2012-13) Annual Payment (P & I)	1st Subsequent Year (2013-14) Annual Payment (P & I)	2nd Subsequent Year (2014-15) Annual Payment (P & I)
Capital Leases	13,005	13,005	13,005	13,005
Certificates of Participation				
General Obligation Bonds	1,872,051	1,872,051	1,872,051	1,872,051
Supp Early Retirement Program	34,354	34,354	0	0
State School Building Loans				
Compensated Absences	85,011	85,011	td	td

Other Long-term Commitments (continued):


Total Annual Payments:	2,004,421	2,004,421	1,885,056	1,885,056
Has total annual payment increased over prior year (2011-12)?	No	No	No	No

---

**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

---

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent fiscal years.

Explanation:  
(Required if Yes  
to increase in total  
annual payments)

---

**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

---

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation:  
(Required if Yes)

## S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

### S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes

- b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?

No

- c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?

No

#### 2. OPEB Liabilities

- a. OPEB actuarial accrued liability (AAL)  
b. OPEB unfunded actuarial accrued liability (UAAL)

First Interim (Form 01CSI, Item S7A)	Second Interim
7,446,487.00	7,446,487.00
7,446,487.00	7,446,487.00

- c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?

Actuarial	Actuarial
Jul 16, 2012	Jul 16, 2012

- d. If based on an actuarial valuation, indicate the date of the OPEB valuation.

#### 3. OPEB Contributions

- a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method

Current Year (2012-13)  
1st Subsequent Year (2013-14)  
2nd Subsequent Year (2014-15)

First Interim (Form 01CSI, Item S7A)	Second Interim
964,986.00	964,986.00
987,334.00	987,334.00
1,016,954.00	1,016,954.00

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

Current Year (2012-13)  
1st Subsequent Year (2013-14)  
2nd Subsequent Year (2014-15)

20,050.00	20,050.00
20,050.00	20,050.00
20,050.00	20,050.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2012-13)  
1st Subsequent Year (2013-14)  
2nd Subsequent Year (2014-15)

203,978.00	203,978.00
203,978.00	203,978.00
203,978.00	203,978.00

- d. Number of retirees receiving OPEB benefits

Current Year (2012-13)  
1st Subsequent Year (2013-14)  
2nd Subsequent Year (2014-15)

63	63
65	65
65	65

#### 4. Comments:



**S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

No
----

- b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?

n/a
-----

- c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?

n/a
-----

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs  
b. Unfunded liability for self-insurance programs

First Interim (Form 01CSI, Item S7B)	Second Interim

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs  
Current Year (2012-13)  
1st Subsequent Year (2013-14)  
2nd Subsequent Year (2014-15)

First Interim (Form 01CSI, Item S7B)	Second Interim

- b. Amount contributed (funded) for self-insurance programs  
Current Year (2012-13)  
1st Subsequent Year (2013-14)  
2nd Subsequent Year (2014-15)


4. Comments:

--

**S8. Status of Labor Agreements**

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Certificated Labor Agreements as of the Previous Reporting Period**

Were all certificated labor negotiations settled as of first interim projections?

Yes

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

**Certificated (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2011-12)	Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)
Number of certificated (non-management) full-time-equivalent (FTE) positions	201.8	201.8	201.8	201.8

1a. Have any salary and benefit negotiations been settled since first interim projections?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

**Negotiations Settled Since First Interim Projections**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2012-13)

1st Subsequent Year  
(2013-14)

2nd Subsequent Year  
(2014-15)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

--

7. Amount included for any tentative salary schedule increases

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

**Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections**

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?


If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:


**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

**Certificated (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

**Certificated (Non-management) - Other**

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):


**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Classified Labor Agreements as of the Previous Reporting Period**

Were all classified labor negotiations settled as of first interim projections?

If Yes, complete number of FTEs, then skip to section S8C.

Yes

If No, continue with section S8B.

**Classified (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2011-12)	Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)
Number of classified (non-management) FTE positions	164.9	162.1	162.1	162.1

1a. Have any salary and benefit negotiations been settled since first interim projections?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

**Negotiations Settled Since First Interim Projections**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2012-13)1st Subsequent Year  
(2013-14)2nd Subsequent Year  
(2014-15)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
or**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

Current Year  
(2012-13)1st Subsequent Year  
(2013-14)2nd Subsequent Year  
(2014-15)

**Classified (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

**Classified (Non-management) Prior Year Settlements Negotiated Since First Interim**

Are any new costs negotiated since first interim for prior year settlements included in the interim?

If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:


--

**Classified (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

**Classified (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):


**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period**

Were all managerial/confidential labor negotiations settled as of first interim projections?

n/a

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2011-12)	Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)
Number of management, supervisor, and confidential FTE positions	23.0	23.0	23.0	23.0

1a Have any salary and benefit negotiations been settled since first interim projections?

If Yes, complete question 2.

If No, complete questions 3 and 4.

n/a

1b Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 3 and 4.

n/a

**Negotiations Settled Since First Interim Projections**

2. Salary settlement:

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Total cost of salary settlement

Change in salary schedule from prior year  
(may enter text, such as "Reopener")

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

**Negotiations Not Settled**

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

**Management/Supervisor/Confidential  
Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

**Management/Supervisor/Confidential  
Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step and column over prior year

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

**Management/Supervisor/Confidential  
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Current Year (2012-13)	1st Subsequent Year (2013-14)	2nd Subsequent Year (2014-15)

## S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

### S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

Yes

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

Fund 25 - Developer Fee Fund

The Developer Fee Fund is projected to have a negative ending fund balance due to past payments for a COP. The COP has since been paid in full. Fund 17 has money reserved to cover the shortfall in fund 25.

## ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

No

A2. Is the system of personnel position control independent from the payroll system?

Yes

A3. Is enrollment decreasing in both the prior and current fiscal years?

Yes

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

No

A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

No

A7. Is the district's financial system independent of the county office system?

Yes

A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

No

A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:  
(optional)

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## End of School District Second Interim Criteria and Standards Review



NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

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

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

District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 20, 2013

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

President of the Governing Board

#### CERTIFICATION OF FINANCIAL CONDITION

##### POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

##### X QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

##### NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Jeanne Bess

Telephone: (916) 338-6302

Title: Director of Fiscal Services

E-mail: jbess@centerusd.org

### Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Revenue Limit	Projected revenue limit for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
7a	Deferred Maintenance	SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), eliminates the local match requirement for Deferred Maintenance from 2008-09 through 2014-15. Therefore, this item has been inactivated for that period.		
7b	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.		X
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.		X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? <ul style="list-style-type: none"> <li>If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2011-12) annual payment?</li> <li>If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?</li> </ul>		X
			X	
			X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? <ul style="list-style-type: none"> <li>If yes, have there been changes since first interim in OPEB liabilities?</li> </ul>		X
			X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)? <ul style="list-style-type: none"> <li>If yes, have there been changes since first interim in self-insurance liabilities?</li> </ul>	X	
			n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for: <ul style="list-style-type: none"> <li>Certificated? (Section S8A, Line 1b)</li> <li>Classified? (Section S8B, Line 1b)</li> <li>Management/supervisor/confidential? (Section S8C, Line 1b)</li> </ul>	X	
			X	
			n/a	
S8	Labor Agreement Budget Revisions	For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for: <ul style="list-style-type: none"> <li>Certificated? (Section S8A, Line 3)</li> <li>Classified? (Section S8B, Line 3)</li> </ul>	n/a	
			n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	