

# **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, February 19, 2014 - 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. Student Expulsions/Readmissions (G.C. §54962)
  - 2. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)
- 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
- IX. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)** Info
  - 1. Center High School - Kelsey Wooley
  - 2. McClellan High School - Todd Joyce
  - 3. Antelope View Charter School - Marianna Flores/Paloma Lopez
  - 4. Global Youth Charter School - Marianna Flores/Paloma Lopez

*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>X. ORGANIZATION REPORTS</b> (3 minutes each)	Info
	1. CSEA - Cyndy Mitchell, President	
	2. CUTA - Heather Woods, President	
	<b>XI. REPORTS/PRESENTATIONS</b> (8 minutes each)	Info
Stu. Serv.	1. Williams Uniform Complaint Quarterly Reporting - David Grimes	
Facilities & Op.	2. Prop 39 Update - Craig Deason	
	<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</b> (10 minutes)	Info
	<b>XIV. CONSENT AGENDA</b> (5 minutes)	Action
	<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>	
Governance	1. Approve Adoption of Minutes from January 15, 2014 Regular Meeting	
↓	2. Approve Change of April and June Board Meeting Dates	
Personnel	3. Approve Classified Personnel Transactions	
↓	4. Approve Certificated Personnel Transactions	
↓	5. Approve Memorandum of Understanding Between CJUSD and CSEA - Appendix U	
Special Ed	6. Ratify 2013/2014 Individual Service Agreements:	
	2013/14-175-187 Bright Futures	
	2013/14-188 Baby Steps	
	2013/14-189 BECA	
	2013/14-190 Guiding Hands	
	2013/14-191 Aldar Academy	
	2013/14-192-198 American River Speech	
	2013/14-199 Med Trans	
Curr & Instr	7. Ratify 2013/2014 Program Improvement - Supplemental Education Services (SES Providers) - Master Contracts:	
	Ace It! Powered by Sylvan Learning	
	Achievement Matters, Inc.	
	Target Excellence Program, Inc.	
	123 Math & Reading, Inc.	
	#1 A+ Student Learning Academy	
↓	8. Ratify 2012/13 School Accountability Report Cards	
↓	9. Approve Field Trip: Music in the Parks, Anaheim, CA - CHS Band, Choir & Guitar	
↓	10. Approve Revised MOU with The Child Abuse Prevention Center (CAPC) for AmeriCorps Services	
↓	11. Approve 2013-2014 Single Plan for Student Achievement - Riles	
↓	12. Approve 2013-2014 Single Plan for Student Achievement - Oak Hill	
Facilities & Op.	13. Approve 2013-2014 Safe School and Emergency Preparedness Plan - McClellan	
↓	14. Approve 2013-2014 Safe School and Emergency Preparedness Plan - Riles	
↓	15. Approve 2013-2014 Safe School and Emergency Preparedness Plan - North Country	
↓	16. Approve 2013-2014 Safe School and Emergency Preparedness Plan - CHS	
↓	17. Approve 2013-2014 Safe School and Emergency Preparedness Plan - Oak Hill	
↓	18. Approve 2013-2014 Safe School and Emergency Preparedness Plan - Spinelli	



- Business  
↓
19. Approve Payroll Orders: July 2013 - January 2014
  20. Approve Supplemental Agenda (Vendor Warrants): January 2014

**XV. INFORMATION ITEMS**

Info

- Curr & Instr  
Facilities & Op.
1. Assembly: "Alasky Husky Spirit" - Riles
  2. Conference: "Google in Education Roseville Festival" - various sites

**XVI. BUSINESS ITEMS**

- Governance
- A. 2014 CSBA Delegate Assembly Election, Subregion 6-B** Action
- The Board as a whole may vote for up to three (3) candidates. The Board may cast no more than one vote for any one candidate.

**XVII. ADVANCE PLANNING**

Info

- a. *Future Meeting Dates:*
  - i. *Regular Meeting: Wednesday, March 19, 2014 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items:*

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

Action

**XIX. ADJOURNMENT**

Action

## Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Student Services

**Date:** February 19, 2014

**To:** Board of Trustees

**Action Item**

**Information Item** X

**# Attached Pages** 1

**From:** David Grimes, Director of Personnel/Student Services

**Initials:** D.G.

**SUBJECT: Williams Uniform Complaint Quarterly Reporting**

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

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

**RECOMMENDATION:** Informational Item

**Agenda Item Number\_\_\_\_\_**

**CENTER JOINT UNIFIED SCHOOL DISTRICT**  
**SUMMARY OF WILLIAMS UCP COMPLAINTS-**

**October – December 2013**

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

*Center Joint Unified School District*

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Business Office</b>	<b>Action Item</b> _____
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b> <u>  X  </u>
<b>Date:</b>	<b>February 19, 2014</b>	<b># Attached Pages</b> _____
<b>From:</b>	<b>Craig Deason, Asst. Superintendent, Operations &amp; Facilities</b>	
<b>Principal/Administrator Initials:</b> _____		

**SUBJECT: Prop 39 Update**

Craig Deason, Assistant Superintendent of Operations & Facilities, will update the Board on our status.

**RECOMMENDATION: Information item.**

*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>February 19, 2014</b>	<b>#Attached Pages</b> <u>                    </u>
<b>From:</b>	<b>Scott A. Loehr, Superintendent</b>	
<b>Principal's Initials:</b>	<u>                    </u>	

**SUBJECT: Adoption of Minutes**

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

**January 15, 2014 Regular Meeting**

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

# CONSENT AGENDA

# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

## **BOARD OF TRUSTEES REGULAR MEETING**

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

**Wednesday, January 15, 2014**

### **MINUTES**

**OPEN SESSION - CALL TO ORDER** - President Hunt called the meeting to order at 6:00 p.m.

**ROLL CALL -** Trustees Present: Mrs. Anderson, Mr. Hunt, Mrs. Kelley (arrived late), 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

**FLAG SALUTE** - led by Trustee Pope

**ADOPTION OF AGENDA** - There was a motion to approve the adoption of the agenda as presented.

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

### **STUDENT BOARD REPRESENTATIVE REPORTS**

1. Center High School - Kelsey Wooley
  - before break was Operation Santa at Dudley and Spinelli; they were able to help 20 students from those sites
  - February 8th is the basketball homecoming dance; they have decided to have a Bogus Ball instead of a formal.
  - girls basketball team playing Friday at home
  - boys basketball team is playing tomorrow at home
2. McClellan High School – Todd Joyce
  - congratulated Gary Phillips and Michael Prock for being the latest MHS graduates. This brings the total number of graduates this year to 8.
  - Trimester 2A ended on December 20<sup>th</sup>. Twenty-one students qualified for Honor Roll and they were honored this past Monday at a school wide assembly.
  - congratulations to Chris Earp, Anthony Garcia, Ruvim Nazarchuk, and Raymond Ochoa for perfect attendance during Trimester 2A
  - due to a cancellation within the league and renewed interest from students, McClellan will have a basketball team this year. The first game is Friday at 11:00 am against American Legion High School.
  - thanks to their counselor, Ms. Gee, Seniors have been given the opportunity to register for Sierra College. On January 29<sup>th</sup> they will have an opportunity to take the Sierra College Assessment Test.

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

3. Antelope View Charter School - Marianna Flores

4. Global Youth Charter School - Marianna Flores

- basketball season has started
- next month they will be holding a FAFSA Night
- there will be a field trip to William Jessup on February 28th
- thanked Mr. Hunt for visiting the campus

### **ORGANIZATION REPORTS**

1. CUTA - Heather Woods, President, noted that Governor's budget getting out early was nice. It is such a different time for us now with the thought of bringing things back and starting new things. She noted that she is so happy. Positive things happening around the district, Spinelli had the Art Ark and is getting ready to go to Sly Park. They have 7 classrooms with new technology. Wilson C. Riles had their Geography Bee on Tuesday, and Dudley had their Geography Bee today. North Country will be doing Beauty & the Beast as their play this year, and a version of Beauty and the Beast will also be put on by the high school. The sets will be used by the high school and shared with the elementary site. North Country will have student teachers coming to do PE. Niceness Week is coming up at North Country. The Leader in Me Symposium was cancelled. The Franklin Covey coach is coming next Tuesday. Oak Hill had a pancake breakfast last Saturday and will have a reading & science night coming up on January 30th. They will also have a Book Fair from January 27 - February 5.

2. CSEA - Marie Huggins, President, noted that there are newly elected officers: Mrs. Huggins was elected as President, Laura Kraft from Food Services is the Vice President, Linda Jones from McClellan HS is the Secretary, Loretta Parshall from Transportation is Treasurer, Claudia Buderer from Oak Hill is the Chapter Public Relations Officer, and the new negotiations team consists of Ron Baioni, Hunter Castro, Angela Espinoza, and Mrs. Huggins. They will be in negotiations next week to look at new classified positions. She was welcomed back by the board.

### **REPORTS/PRESENTATIONS**

1. **Math Adoption Committee Update** - Rebecca Lawson, Curriculum Coordinator, explained the approach they are taking into the adoption. Joyce Frisch, Principal at Wilson C. Riles Middle School, noted that there was a series of workshops through Placer County Office of Education. Representatives from both the middle school and high school have attended the workshop series. The workshops will continue through March. Mike Jordan, Principal at Center High School, noted that they came together looking at integrated and traditional. They have met several times. They have chosen to go the integrated route. Mrs. Lawson noted that the committee will be reviewing materials and will decide what they are interested in and start doing some piloting. In about May, they will get back together and see what they know from piloting. Trustee Wilson noted that the state of California has decided that textbooks are too heavy to carry home so they bring home workbooks with no examples, so when students come home and you need to see the book with examples and instructions you have nothing to refer back to. Mr. Loehr noted that at the elementary level we want to look at the materials that are going home. Trustee Anderson agreed. Mr. Jordan noted that many of their textbooks at the secondary level are also available online. Mr. Loehr noted that not only do the materials need to be student friendly and teacher friendly, but also need to go home parent friendly. He also noted that we are taking this very serious; we need to do this the right way, which might mean that there won't be new textbooks for next year. Trustee Hunt asked if the committee has the support they need; Mrs. Lawson said yes.

Trustee Kelley arrived at 6:22 p.m.

**REPORTS/PRESENTATIONS (continued)**

**2. Bond Oversight Committee Annual Report** – Mr. Deason, Assistant Superintendent of Operations & Facilities, introduced Howard Ballin from the committee. Mr. Ballin announced that because no bonds were sold and no expenditures were incurred, there were no activities to report.

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

Mr. Ballin, community member, noted that there was an article in the newspaper that noted a famous chef's foundation that was working with a couple of schools in the area. There was a comment in the article about non-working water fountains in areas surrounded by cleaning supplies or just not well maintained. He noted that when he and his son toured one of our campuses before his granddaughter was starting school this year, they found a drinking fountain that was not operational and didn't look very nice. Trustee Hunt asked if we are required to provide a water filling station at each site. Mr. Deason noted that we are required to provide water in the cafeteria area. Trustee Hunt asked if the cafeteria is locked do we have other working fountains. Mr. Deason noted that there are other fountains.

**BOARD/SUPERINTENDENT REPORTS**

**Mrs. Pope**

- congratulated Mr. Hunt on his new position
- congratulated Ms. Huggins and the CSEA board
- thanked Mrs. Lawson, Mrs. Frisch & Mr. Jordan for their work
- thanked Mrs. Lawson for the emails on Common Core
- thanked Mrs. Lawson for the report
- wished everyone a Happy New Year

**Mrs. Anderson**

- ditto

**Mr. Wilson**

- didn't tour any schools

**Mrs. Kelley**

- apologized for being late
- thanked Oak Hill for the wonderful pancake breakfast

**Mr. Loehr**

- echoed the comments
- noted that it was nice to have Marie back
- thanked Loretta for being here tonight
- thanked everyone for pulling together to get things done; thanked the board for their commitment during these tough times that we had gone through
- noted that we are still tirelessly working on LCAP. We need to get input from the community; we will start seeing more about the LCAP process
- announced that CFW did award a \$2,000 scholarship to a student from the district
- read a letter of appreciation from CDE regarding the help Mr. Bisho and his students gave in video taping the Sacramento Institute
- noted that it was fun to get out to all of the schools during the first week back in January
- noted that the Sacramento Bee had a survey about heaters not working in classrooms; Scott Loehr checked the status for the district and there were no complaints, but thank you's to our district maintenance department. Mr. Loehr thanked Mr. Deason for his efforts to make sure those things are taken care of.



**BOARD/SUPERINTENDENT REPORTS (continued)**

**Mr. Hunt**

- toured schools last week

**CONSENT AGENDA**

1. Approved Adoption of Minutes from December 11, 2013 Regular Meeting
2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions
4. Approved CUTA Tentative Agreement
5. Ratified Professional Service Agreement: Alexander D. Platt
6. Approved Reliance Communications (School Messenger)
7. Approved Memorandum of Understanding between Center Joint Unified School District and the Child Abuse Prevention Council of Sacramento, Inc.
8. Approved RFP #2014-101: DecoTech Systems to Provide Wireless LAN System
9. Approved Resolution # 8/2013-14: Amendment 01 to Agreement for Child Development Services
10. Approved Final Payment for the Center High School Tennis Courts Paving Project
11. Approved Memorandum of Understanding By and Between SMUD and Center Joint Unified School District Regarding Propositions 39
12. Approved Certification of Corrective Actions for the 2012/13 Audit Findings
13. Approved Payroll Orders: July 2013 - December 2013
14. Approved Supplemental Agenda (Vendor Warrants): December 2013

**Motion:** Wilson

**Vote:** General Consent

**Second:** Kelley

**INFORMATION ITEMS**

1. Anti-Bullying Assembly - Riles Middle School

**ADVANCE PLANNING**

- a. *Future Meeting Dates:*

Meeting on the 29<sup>th</sup> will not work; the February 5<sup>th</sup> date will not work. There was discussion of postponing it until March. Trustee Wilson asked if we could look at February 12<sup>th</sup>. They are tentatively planning on February 12<sup>th</sup>, if that does not work, possibly March 5<sup>th</sup> (5:30 pm).

- i. *Special Meeting: Wednesday, February 12, 2014 @ 6:00 p.m. - District Office Room 5, located at 8408 Watt Avenue, Antelope, CA 95843*
  - ii. *Regular Meeting: Wednesday, February 19, 2014 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items: Prop 39 update, Feb/March – Technology*

**ADJOURNMENT – 6:39 p.m.**

**Motion:** Wilson

**Vote:** General Consent

**Second:** Pope

Respectfully submitted,

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

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Kelly Kelley, 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> February 19, 2014	<b># Attached Pages</b> _____
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal/Administrator Initials:</b> _____	

<p><b>SUBJECT: Change of April and June Board Meeting Dates</b></p> <p>We are asking that 2 Board meeting dates be changed. The April meeting was already changed to an earlier date because of Spring Break, but we have found that the April 9<sup>th</sup> date conflicts with other school events. Because of this we would like to change it to April 23<sup>rd</sup>. Also, we would like to move the June meeting up a week, to June 11<sup>th</sup>. This would be closer to the end of the school year.</p> <p><b>RECOMMENDATION: CJUSD Board of Trustees approve the Change of the April and June Board Meeting Dates.</b></p>
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**CONSENT AGENDA**

AGENDA ITEM # XIV-3

## Center Joint Unified School District

### AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: February 19, 2014

Action Item X

To: Board of Trustees

Information Item     

From: David Grimes,   
Director of Personnel/Student Services

# Attached Pages 1

**SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS**

**RESIGNATION:** Rhonda Roberts, Cafeteria Lead  
Dorothy Taylor, Cafeteria Lead

**RECOMMENDATION:** Approve Classified Personnel Transactions as  
Submitted

**CONSENT AGENDA**

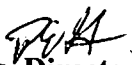
AGENDA ITEM # XIV-3

Rhonda Roberts has resigned from her position as Cafeteria Lead, GYCS/CHS, effective January 29, 2014.

Dorothy Taylor has resigned from her position as Cafeteria Lead, WCR, effective January 31, 2014.

# Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	February 19, 2014	Information Item	<u>-</u>
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	David Grimes,  Director of Personnel and Student Services		

Subject: Certificated Personnel Transaction

Release

Karen Allen, Global Youth Charter School


Recommendation: Approve Certificated Personnel Transaction as Submitted

CONSENT AGENDA

**Release**

Karen Allen has been released from her position as Sixth Grade Teacher, Global Youth Charter School, effective end of day on January 31, 2014.

***Center Unified School District***

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	Personnel Department	
<b>Date:</b>	February 19, 2014	<b>Action Item</b> <u>  X  </u>
<b>To:</b>	Board of Trustees	<b>Information Item</b>
<b>From:</b>	David Grimes  Director of Personnel	<b># Attached Pages</b>

<b>SUBJECT:</b>	<b>MEMORANDUM OF UNDERSTANDING APPENDIX U</b>
<p>David Grimes, Director of Personnel, is requesting the Governing Board's approval of the attached Memorandum Of Understanding (MOU) between CJUSD and CSEA regarding the restoration of classified hours and/or positions. In accordance with the attached MOU, the Governing Board is also requested to approve job descriptions for Lead Account Technician and Speech, Language and Pathology Assistant positions.</p>	
<b>RECOMMENDATION:</b>	Approve MOU and Job Descriptions.

**CONSENT AGENDA**



**APPENDIX U**

**MEMORANDUM OF UNDERSTANDING  
Between  
CENTER JOINT UNIFIED SCHOOL DISTRICT  
And  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, LOCAL 610**

This Memorandum of Understanding confirms and clarifies the parties' mutual understanding and agreement regarding the demand to meet and negotiate a restoration of hours and/or positions originally laid off and/or reduced as outlined in MOU's K (Aug. 19, 2009) L (Oct. 21, 2009), M (Mar. 25, 2011), M-1 (Aug. 3, 2011), P (Mar. 21, 2012), Q (Mar. 21, 2012), and T (Sept. 4, 2013).

1. The parties agree to add the classification of Speech and Language Pathology Assistant to classified employment, at Hourly Wage Range of X1. The District will hire no less than 1 (one) FTE in this classification.
2. The parties agree to add the classification of IS/PH with specialized diabetic training in the use of diabetic pumps and other personal diabetic equipment, at the Hourly Wage Range of L. The District will hire no less than .75 FTE (6 hours) in this classification.
3. The parties agree to restore a 1.0 FTE (eight hours) Account Technician position to the District's Business Office.
4. The parties agree to restore the Lead Account Technician position as a confidential position. The individual currently employed in the position will be reclassified as a permanent, confidential employee.
5. The parties agree to replace an 8 hour Lead Food Services position with a 5.5 hour Lead Food Services position and an increase of 3 hours in Food Service Worker time distributed according to department need.
6. The parties agree that the above items will serve as a complete and agreeable resolution to MOUs K, L, M, M-1, P, Q, and T pertaining to the reduction in hours, days of service, and/or elimination of positions of classified positions.

For CSEA:

DATE: 1-22-14

BY: Marie Huggins  
Marie Huggins  
CSEA President, Chapter 610

DATE: 1/22/14

BY: Rod Gaulman  
Rod Gaulman  
CSEA Labor Representative

For DISTRICT:

DATE: 22 JAN 2014

BY: David Grimes  
David Grimes  
Director of Personnel

# CENTER JOINT UNIFIED SCHOOL DISTRICT

**JOB TITLE:** Lead Account Technician

## **DESCRIPTION OF BASIC RESPONSIBILITIES**

To perform technical accounting functions in the maintenance of assigned accounting records for a complex set of accounts such as general ledger, payroll, STRS/PERS retirement systems, quarterly taxes, accounts receivable, accounts payable, student body accounting, CALPADS, and student attendance. To provide lead direction in the preparation and processing of assigned financial or budgetary records. To assist the supervisor in confidential calculations as they relate to negotiations and grievances.

**SUPERVISOR:** Director of Fiscal Services

## **TYPICAL DUTIES:**

1. Assists in the maintenance and review of District fiscal/accounting records and transactions related to all areas of the District's financial system.
2. Assists staff as needed on an assigned set of accounts in accounting and payroll sections.
3. Assists in the maintenance and review of financial records and processes documents involved in financial/special reporting transactions and assigning codes.
4. Perform complex weekly, monthly, quarterly, and annual reports.
5. Coordinate and verify data submitted from within the District.
6. Calculates estimated costs for specific expenditures for use in budget development projections.
7. Performs cost evaluations and projects future costs on proposals made by bargaining unit organizations for the purpose of negotiations.
8. Calculates financial impacts resulting from grievances.
9. Gather and compare salary and benefit information from other districts to be used in negotiations.
10. Assists in drafting salary and benefit language for negotiations.
11. Prepares State and federal reports in a timely manner.
12. Provides computer system and software support assistance as appropriate.
13. Research, and analyze a variety of data related to accounting problems; recommend solutions to Director of Fiscal Services.
14. Develops estimated costs for specific expenditures for use in budget development.
15. Performs other duties similar to the above in scope and function as required.

## **EMPLOYMENT STANDARDS:**

### **Knowledge of:**

- principles and procedures of financial and accounting record keeping;
- accounting/bookkeeping software programs;
- principles of training and providing work direction;
- financial and statistical record-keeping techniques;

TA  
1/22/14  
RM Higgins  
R. G.

R.G.

- personal computers and interfacing with main-frame computers and other office equipment;
- personal computer software including spreadsheets, data base systems and work processing;
- typical business areas including payroll, accounts payable, receivable, purchasing, student body accounting, budgeting and financial statements.

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R. H. H. H.

#### **Ability to:**

- learn and implement the appropriate rules, regulations and technical procedures used for school accounting records;
- understand and carry out directions in an independent and problem solving manner;
- operate office machines and equipment including a personal computer, calculator, and copy machine;
- maintain a variety of record keeping systems;
- prepare a variety of accurate financial and statistical reports and summaries;
- identify and correct errors in mathematical computations and financial documents;
- maintain a chart of accounts for the various programs and funding sources;
- train and provide work direction to others;
- Develop and maintain assigned District-wide accounts and reports;
- meet schedules, time lines, and work accurately under pressure;
- communicate effectively in both oral and written forms;
- meet and maintain the physical requirements necessary to perform assigned job functions in a safe and effective manner;
- establish and maintain effective work relationships with those contacted in the performance or required duties.

#### **EDUCATION, EXPERIENCE AND REQUIREMENTS:**

- High School Diploma or equivalent.
- Three (3) years of increasingly responsible experience in keeping or reviewing financial or statistical records; or two (2) years experience as account technician or comparable role preferably including experience in a school district.
- Technical accounting training.
- Valid Driver's License and evidence of insurability.
- TB test clearance.
- Criminal Justice Fingerprint clearance.

#### **PHYSICAL CHARACTERISTICS:**

- Sufficient vision to read printed material;
- Sufficient hearing to conduct in-person and telephone conversations;
- Understandable voice with sufficient volume and clarity to be heard in normal conversations;
- Sufficient dexterity to write, use telephone and office equipment;
- Ability to sit for extended periods of time.
- Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions.

R. H. H. H.

T.A.  
1/22/14  
L. M. Higgins  
Randy Higgins

## CENTER JOINT UNIFIED SCHOOL DISTRICT

**CLASS TITLE:** Speech and Language Pathology Assistant

**CHARACTERISTICS OF THE CLASS:**

Under general direction, assists in providing speech and language therapy services and assessments to students with communication disorders; follows documented treatment plans developed by credentialed Speech and Language Therapist; performs related duties as assigned.

**EXAMPLES OF DUTIES:** (Any one position may not include all of the duties listed nor do the listed examples include all tasks which may be found in positions of this class).

Provides speech therapy services as directed and developed by a certificated therapist; assists the therapist in assessment of student communication skills; conducts speech-language screenings using a variety of tools and protocols; provides direct treatment assistance to eligible students; prepares therapy materials and/or equipment for use in classroom and therapy activities; compiles, maintains and files records and documents concerning student progress toward meeting goals outlined in IEPs (Individual Education Program), and reports this information to the supervising therapist; assists therapist in planning and development of schedules, materials and activities; routinely checks and maintains the performance of communication devices and equipment; attends program related meetings, trainings and workshops; assists with departmental operations such as scheduling activities and preparing charts, records, graphs and other displays of student performance; collects data for quality improvement; may travel between schools district wide to conduct therapy sessions; provides assistance to educational staff when needed; attends meetings with professionals, parents and various service providers; complies with federal and state law, Board of Education rules and California Speech-Language Pathology and Audiology Board regulations.

**QUALIFICATIONS:**

Education and Experience:

Associate degree from a speech-language pathology assistant program; one year experience as a speech aide or assistant is preferred.

Knowledge and Abilities:

Knowledge of laws, rules and regulations applicable to providing speech and language therapy services;

Knowledge of speech and language therapy theories and practices;

Knowledge of general techniques for working with groups and individuals with hearing, speech, language, cognitive, voice or articulation disorders;

Knowledge of communication equipment and procedures;

Knowledge of speech and language development in children, including articulation development and learning patterns in student behavior;

Knowledge of behavior management strategies;

Knowledge of correct English usage, spelling, grammar, and punctuation;

Knowledge of interpersonal skills using tact, patience and courtesy;

Knowledge of basic math skills, record keeping and record management practices;

Knowledge of district-wide and departmental educational goals and objectives;

Knowledge of personal computer hardware and software, including word processing, learning and educational software, and specialized communication devices and systems;

Knowledge of modern office procedures, practices and equipment;

P.G.

T.A.

1/22/14  
R.M. Huggins  
Randy Huggins

Speech and Language Pathology Assistant  
Page 2

Ability to communicate effectively both verbally and in writing;  
Ability to understand and follow oral and written instruction;  
Ability to use specialized communication systems and equipment;  
Ability to compile program reports;  
Ability to establish and maintain records.

**WORKING CONDITIONS**

Work Environment:

Indoor office and classroom environment; drive a vehicle to conduct work.

Typical Physical Characteristics:

Communicate to exchange information in person and on the telephone; hearing and speaking to model clear English speech; prepare and inspect documents and other written materials; operate office and communication equipment requiring repetitive hand movement and fine coordination; remain in a stationary position for extended periods of time; transport or move communicative devices and other objects up to 25 pounds.

Licenses and Certificates:

Must possess valid registration as a Speech-Language Pathology Assistant with the California Speech-Language Pathology and Audiology Board; possession of or willingness and ability to obtain a valid California Driver's License.

**SUPERVISOR: Site Principal**

R.B.

# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: February 19, 2014

Action Item   X  

To: Board of Trustees

Information Item

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

# Attached Pages

SUBJECT: 2013/2014 Individual Service Agreements

Please ratify the following Individual Service Agreements for special education students to receive services at nonpublic schools/agencies during the 2013/14 fiscal year.

2013/14-175-187	Bright Futures	\$ 16,240.00
2013/14-188	Baby Steps	\$ 175.00
2013/14-189	BECA	\$ 11,600.00
2013/14-190	Guiding Hands	\$ 22,723.00
2013/14-191	Aldar Academy	\$ 16,462.71
2013/14-192-198	American River Speech	\$ 4,361.50
2013/14-199	Med Trans	\$ 380.00

RECOMMENDATION: CJUSD Board of Trustees to ratify Individual Service Agreements for the 2013/2014 school year.

CONSENT AGENDA

## Center Joint Unified School District

### AGENDA REQUEST FOR:

Dept./Site: Categorical Programs

Date: February 19, 2014

Action Item   X  

To: Board of Trustees

Information Item

From: Tami JBeily  
Coordinator of Categorical Programs

Attached Pages   X  

Initials: TJB

**SUBJECT:** 2013/14 Program Improvement - Supplemental Education Services (SES Providers)  
- Master Contracts

Please ratify the following Master Contracts for these Program Improvement SES Providers to provide supplemental services to qualifying students in the Center Joint Unified School District.

Ace It! Powered by Sylvan Learning  
Achievement Matters, Inc.  
Target Excellence Program, Inc.  
123 Math & Reading, Inc.  
#1 A+ Student Learning Academy

**RECOMMENDATION:** 2013/14 Program Improvement - Supplemental Education Services  
(SES) Providers - Master Contracts

**CENTER JOINT UNIFIED SCHOOL DISTRICT  
STATE AND FEDERAL PROGRAMS**

**MASTER CONTRACT**

**TITLE I – SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS**

**THIS MASTER CONTRACT** ("Contract") is made and entered into on October 25, 2013, between the **Center Joint Unified School District** (hereinafter referred to as "LEA" [local educational agency] or "District"), a public school district duly operating under the laws of the State of California, and

**Ace It! Tutoring Powered by Sylvan Learning Center** (service provider)

**878 W. Benjamin Holt Drive, Stockton, CA 95207**

**209 491-5408** (phone number)

the supplementary service provider (hereinafter referred to as "PROVIDER") for the purpose of providing supplementary services to eligible LEA students. "Eligible students" are those students identified by the District who meet specific requirements under Title I.

**WHEREAS**, the LEA is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

**WHEREAS**, the LEA is in need of such special services and advice;

**WHEREAS**, PROVIDER is specially trained and experienced and competent to perform the special services required by the LEA, and such services are needed on a limited basis;

**WHEREAS**, the No Child Left Behind Act, 20 U.S.C. Section 1116(e)(3)(A) outlines the requirements for supplemental educational services;

**WHEREAS**, Section 6316(e)(3) contains the following requirements:

- a. Requires the LEA to develop, in consultation with a school representative, parents (and the provider chosen by parents), a statement of specific measurable achievement goals which are based upon the student's area of need as identified from the California standards assessments; how the student's progress will be measured, and a timetable for improving achievement, in the case of a student with disabilities, is consistent with the student's IEP;
- b. Requires a description of how and when the PROVIDER will regularly inform, in accordance with the ISSA (Individual Supplemental Services Agreement), the student's parent, school liaison and LEA of the student's progress toward achievement of the agreed upon measurable goals;
- c. Requires a provision for the termination of the agreement if the provider is unable to meet the goals and timetables required;
- d. Requires provisions with respect to the making payment to the provider by the LEA;
- e. Prohibits the provider from disclosing to the public the identity of any student eligible for, or receiving supplemental services without the written permission of the parent of such student;

**WHEREAS**, PROVIDER has been approved by the California State Department of Education and has met the qualifications to be certified as a supplementary service provider; and

**(THIS FORM MAY NOT BE ALTERED IN ANY WAY)**



WHEREAS, PROVIDER is willing to provide such services to LEA's eligible students if selected by the parents/guardians of eligible students.

THEREFORE, IN CONSIDERATION OF THE MUTUAL PROMISES CONTAINED HEREIN, it is agreed between the parties as follows:

**1. Individual Supplementary Services Agreements**

An Individual Supplementary Services Agreement (ISSA) shall be developed by LEA in consultation with parents/guardians and PROVIDER for each LEA eligible student whose parent/guardian elects to receive supplementary services from PROVIDER. Changes in any student's ISSA may only be made with the written consent of LEA in consultation with parents/guardians. PROVIDER, LEA or the parents/guardians may request a review of a student's ISSA. In conjunction with the liaison, the PROVIDER shall insure that all student ISSAs are completed within forty-five (45) days of receipt of student information or by exception based on a mutual written agreement between the LEA and PROVIDER.

Provider shall administer a standards based pre and post test assessment.

PROVIDER shall not unilaterally terminate any ISSA. PROVIDER shall obtain written authorization from LEA before terminating any ISSA.

Parents/guardians shall not be charged for any services rendered under the ISSA unless such services and charges are clearly identified in writing and agreed upon in advance in a writing signed by the parents/guardians. In no event shall the agreed upon charges obligate the LEA financially, nor shall the LEA incur any obligation or expense in excess of the state/federal reimbursement amount. Preliminary allocations indicate a per student rate will be \$821.52 per student, adjustments to this amount may be made pending final notification from the state. PROVIDERS shall receive compensation only for sessions actually attended by LEA students and for supplemental educational services actually provided to LEA students. Providers shall not receive compensation in the event of student absences, regardless of the reason for absence.

**2. Incentives and Rewards**

Incentives and rewards must be appropriately related to the purpose of the student's *Individual Supplemental Services Agreement* for academic achievement and should reasonably motivate or reward students for achievement of the specific goals of the *Individual Supplemental Services Agreement*. Additionally, the incentive or reward must be directly related to a motivational activity which is part of the provider's plan to facilitate academic achievement. Under no circumstances shall parents/guardians and/or students be given an incentive for enrolling in a specific Supplemental Educational Services Program.

The cost of the incentives and/or rewards must not be exorbitant and must not diminish the effectiveness of the original intent of Supplemental Educational Services set forth in the "No Child Left behind" legislation of 2001. Provider will not provide any up-front incentive at over \$2.00 per student to parent or students to encourage signing up for provider's services or to encourage any other student or parent to sign up for provider's services.

**3. Parents/Guardianship**

For the purpose of the Contract, a parent is the natural or adoptive parent, legal guardian, or a surrogate parent appointed by LEA.

**4. Student Records**

(THIS FORM MAY NOT BE ALTERED IN ANY WAY)

A student record is defined by State and Federal Law, and essentially is any document prepared or retained by PROVIDER with an individual student's name referenced therein. All student records shall be kept in a secure location preventing access by unauthorized individuals. PROVIDER will maintain an access log delineating date, time, agency, and identity of any individual accessing student records who is not in the direct employ of the PROVIDER. PROVIDER shall not provide access or forward to any other person other than parents/guardians or LEA any student record including student email address without the written consent of the parent/guardian or LEA. PROVIDER agrees to provide access to and copies of student records including assessments, progress reports, samples of student work and end of year student report reflecting percentage of objectives met by the student to LEA and/or the parents/guardians of LEA's student. PROVIDER will also provide LEA with an end of year summary indicating the total number of students that met 95% of their objectives during the period of the contract. No later than thirty (30) days after termination of services PROVIDER shall turn over to LEA all required documents for all Center Unified students in their program.

**5. Access by LEA**

PROVIDER shall notify LEA of the location and/or any change in location at which it is providing services to LEA's eligible students. It shall allow LEA representatives access to its facilities for periodic monitoring of each student's instructional program and shall be invited to participate in the review of each student's progress by LEA. **Such access shall include unannounced monitoring visits.** LEA representatives shall have ongoing access to observe each student at work, observe the instructional setting, interview PROVIDER, and review each student's progress as well as access to **all student records maintained on site** including the behavior intervention plan, if any.

**6. Fingerprints/TB Clearance**

In accordance with California Education Code § 45125.1, PROVIDER shall conduct a criminal background check of its employees and/or subcontractors and, upon receipt of those checks, certify to the LEA that no employee and/or subcontractors of PROVIDER working with students of the school district has been convicted of a violent or serious felony as defined by statutes. PROVIDER shall supply LEA with a list of names of those employees and/or subcontractors who are cleared to work with students of the LEA. A fingerprint certification will be required. Additionally all providers will be required to submit a TB clearance for those employed and/or subcontractors who will be working with students.

**7. Independent Contractor Status**

This agreement is by and between two independent agents and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. PROVIDER understands and agrees that it shall be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and all other benefits of any kind, as required by law for its own employees, and assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this agreement.

It is the responsibility of the PROVIDER to insure that all of its employees are informed of all provisions as outlined in this contract prior to working with families/students.

**8. Conflict of Interest:**

This Agreement is subject to LEA Board Policy 2300 governing conflicts of interest. PROVIDER agrees to furnish to LEA (upon request) a valid copy of the most recently adopted partnership agreements or bylaws of the corporation and also a complete and accurate list of the Governing Board of Directors (or Trustees or Partners) and to timely update said information as changes in such governance occur. PROVIDER shall avoid any actual or potential conflict of interest on behalf of itself or its employees providing services hereunder, including, but not limited, to employment with LEA, including its charter schools.

**(THIS FORM MAY NOT BE ALTERED IN ANY WAY)**

9. **Accident/Incident Report**

PROVIDER agrees to submit a written accident report to LEA within five (5) days of an accident or incident when a pupil has suffered an injury, injured another individual, or has been involved in an activity requiring notification of law enforcement or emergency personnel.

10. **Discrimination**

PROVIDER shall not discriminate on the basis of race, color, religion, sex, national origin, age, ancestry, ethnicity, gender, sexual orientation, sexual preference or physical or mental disability in employment or operation of its programs.

11. **Child Abuse Reporting**

PROVIDER assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to child abuse and/or missing children reporting obligations and procedures under California law, including but not limited to, California Education Code § 49370 and California Penal Code § 11166 et seq. PROVIDER agrees to provide annual training to all its employees regarding mandated reporting of child abuse and missing children. PROVIDER agrees that all staff members will abide by such laws in a timely manner. PROVIDER shall submit immediately by facsimile and mail, within twenty-four (24) hours an accident or incident report to LEA when it becomes aware of circumstances including, but not limited to: allegations of molestation, child abuse, missing children under PROVIDER's supervision.

12. **Supplies, Equipment and Facilities**

PROVIDER shall be solely responsible for the provision of all appropriate supplies, equipment, and facilities for a pupil as required in his/her ISSA. A PROVIDER who desires to use District facilities must make a separate application for use of facilities through the District's Use of Facilities procedures. As noted in the "District Use of Facilities" packet, the use of science and computer labs is disallowed.

13. **Inspection and Audit**

PROVIDER shall provide access to **and the LEA shall have the right to examine and audit, upon the LEA's request, all of the** records, reports, or other matter relating to the Contract. Fiscal records shall be maintained by PROVIDER for five (5) years and shall be available for audit. Records that no longer need to be retained must be shredded/destroyed in a manner that maintains confidentiality.

14. **Indemnification**

PROVIDER shall defend, hold harmless, and indemnify LEA and its governing board, officers, agents, and employees from and against all liabilities and claims for damage for death, sickness, or injury to any person(s) or damage to any property, including, without limitation, all consequential damages and expenses (including attorney fees), from any cause whatsoever arising from or connected with its service hereunder, resulting from the negligence or intentional acts of PROVIDER, its agents or employees. It is understood and agreed that such indemnity shall survive the termination of this agreement.

LEA shall defend, hold harmless and indemnify PROVIDER and its governing board, offices, agents, and employees from all liabilities and claims for damage for death, sickness, or injury to any person(s) or damage to any property, including, without limitation, all consequential damages and expenses (including attorney fees), from any cause whatsoever resulting from the negligence or intentional acts of LEA, its agents or employees. It is understood and agreed that such indemnity shall survive the termination of this agreement.

**(THIS FORM MAY NOT BE ALTERED IN ANY WAY)**

LEA shall not be liable for acts of the student(s) or the student's parent/guardian, family member, etc.

#### **15. Insurance**

During the entire term of this agreement and any extension or modification thereof, PROVIDER shall keep in effect a policy or policies of liability insurance, including coverage of owned and non-owned vehicles used in relation to the performance of service(s) by PROVIDER, of at least one million dollars (\$1,000,000.00) for each person and one million dollars (\$1,000,000.00) for all accidents or occurrences for all damages arising out of death, bodily injury, sickness or disease from any one accident or occurrence, and one million dollars (\$1,000,000.00) for all damages and liability arising out of injury to or destruction of property for each accident or occurrence. Not later than the effective date of this agreement, PROVIDER shall provide LEA with satisfactory evidence of insurance, naming LEA as additional certificate holder, including a provision for a twenty (20) calendar day written notice to LEA before cancellation or material change, evidencing the above-specific coverage. The PROVIDER shall at its own cost and expense procedure and maintain insurance under the Worker's Compensation Law of California, if applicable. LEA reserves the right to revise the requirements of this provision at any time. If LEA determines that additional insurance coverage is necessary, LEA will reopen negotiations with PROVIDER to modify the terms of this agreement.

#### **16. Billing Amount**

PROVIDER'S hourly rate for services rendered shall be \$49/\$80 per hour. The total amount of services rendered during the term of this contract shall not exceed the final per student allocation as indicated by the state. The student-teacher ratio for this hourly rate will be 1:6/1:1. Services shall begin within thirty (30) days of the completion of the ISSA.

#### **17. Monthly Invoices**

PROVIDER shall comply with all procedures concerning enrollment, contracting, attendance reporting, and billing as specified by LEA.

PROVIDER shall submit to LEA monthly invoices itemized by name/address of student, service provided and actual number of hours for which services were provided, including attendance verification logs signed by parent and/or guardian or computer log-in records. LEA shall not pay for non-attendance of students. Such invoices with amount due shall be submitted within thirty (30) days of the rendering of services. **Invoices and related documents shall be submitted on a form and in the manner prescribed by LEA.** LEA shall process payments to PROVIDER within forty-five (45) days of submission of such invoices, except in those situations identified in Paragraph 18, below.

#### **18. Records of Attendance**

PROVIDER shall maintain daily records of student service provided, including the name/address of student, the name of PROVIDER's employee who rendered the service, and the amount of time of such service. PROVIDER shall permit access to and/or a copy of such records to LEA upon request. Parent shall receive a copy of the monthly attendance log.

#### **19. Right to Withhold**

LEA may withhold payment to PROVIDER, on ten (10) working days written notice of such withholding, when in the opinion of the LEA:

- a. PROVIDER's performance, in whole or in part, either has not been carried out or is insufficiently documented.

(THIS FORM MAY NOT BE ALTERED IN ANY WAY)

- b. PROVIDER has neglected, failed, or refused to furnish information or to cooperate with the inspection, review, or audit of its program, work, or records.
- c. PROVIDER has failed to submit the invoice in a timely manner.

If LEA gives notice of intent to withhold, PROVIDER shall have fourteen (14) days from the date of receipt of said notice to correct such deficiency. **Provider may submit a written extension to correct the deficiencies and/or may invoke the dispute resolution provision herein. LEA shall process submitted re-billing invoices to PROVIDER within forty-five (45) days of submission of such invoices.**

## **20. Modifications and Amendments:**

This Contract may be modified or amended only by a written document signed by authorized representatives of PROVIDER and LEA. No change in this Contract or in the ISSA shall result in a LEA financial obligation to PROVIDER in excess of the State/Federal reimbursement rate per student per year to the LEA.

## **21. Disputes**

Disputes between LEA and PROVIDER concerning the meaning, requirements or performance of this contract shall be submitted **in writing** to the Superintendent of the Center Joint Unified School District. The determination of the LEA's Superintendent shall be made in writing and shall be binding on both parties.

## **22. Subcontract and Assignment**

PROVIDER shall not subcontract or assign any of the work contemplated under this Contract without first obtaining written approval from the LEA. Such approval shall be attached and made part of this Contract. Subcontracts or assignments may be entered into only with providers certified by the California Department of Education.

Any sub-contractor or assignee shall be bound by all of the terms of this Contract, including the insurance and indemnification provisions, and it shall be PROVIDER'S responsibility to obtain the agreement of subcontractor/assignee to comply with all terms contained herein.

## **23. Termination**

- a. This agreement may be terminated by LEA or PROVIDER at any time, as provided herein. PROVIDER's exercise of its right to terminate this Contract shall not alleviate its responsibilities to complete any existing ISSA's.
- b. To terminate this Contract, either party shall give twenty (20) calendar days written notice prior to the date of the termination. Upon termination without default of PROVIDER, LEA shall pay, without duplication, for all services satisfactorily performed to date of termination.
- c. In consideration of this payment, PROVIDER waives all rights to any further payment or damage. Upon termination, PROVIDER shall turn over to LEA all student records in its possession generated as a result of services rendered under this Contract, possessed by PROVIDER or under its control at the time of termination.
- d. An Individual Supplementary Services Agreement may be terminated by PROVIDER only upon consent of the LEA. An ISSA shall terminate if the student ceases to be enrolled in the District. Upon termination under this paragraph, final payment from LEA will be calculated based upon a pro-rata calculation of total services agreed-upon in the ISSA for which the LEA is responsible for payment, divided by that portion of services actually rendered.

**(THIS FORM MAY NOT BE ALTERED IN ANY WAY)**

- e. The PROVIDER must provide the LEA with written documentation of termination of services for any student within 7 days. LEA will be provided with the specifics as to why a student who has chosen said PROVIDER is not receiving services from the PROVIDER. The district and the provider will each contact the parent of a student who does not attend prior to terminating the student's participation in the SES program.

**24. Compliance with Laws**

During the term of this agreement, PROVIDER shall comply with all applicable federal, State Board of Education, and local statutes, laws ordinances, rules and regulations relating to the provision of supplementary services, including securing and maintaining in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement.

**25. Entire Agreement**

This Agreement constitutes the entire agreement between LEA and PROVIDER and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated.

**26. Governing Law**

The terms and conditions of this agreement shall be governed by the laws of the state of California with venue in Sacramento County, California.

**27. Severability Clause**

If any provision of this agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect, to the extent that the intent of the parties can be fulfilled.

**28. Notices**

Notices required under this Contract shall be valid when mailed first class postage or personally delivered to the following representatives, as indicated below:

For the LEA: Tami JBeily, Coordinator  
Categorical Programs and Grants  
Center Joint Unified School District  
8408 Watt Avenue  
Antelope, CA 95843

For PROVIDER:  
(Name/Title) Annette Schroen, Director  
Ace It! Tutoring Powered by Sylvan Learning  
  
(Address) 878 W. Benjamin Holt Drive  
  
(City/State/Zip Code) Stockton, CA 95207

**29. Authorized Representative**

The persons signing this Contract certify they are the authorized representatives of the respective parties, and are authorized to sign this document. Services are limited to the per student allocation determined by the district.

The parties hereto have executed this agreement by and through their duly authorized agents or representatives. This contract is effective October 25, 2013, and terminates at 5:00 p.m. on May 31, 2014, unless sooner terminated as provided herein.

FED ID: 94-3039105

**PROVIDER:**  
**ACE IT! TUTORING POWERED BY**  
**SYLVAN LEARNING**

**CENTER JOINT UNIFIED SCHOOL DISTRICT:**

BY: \_\_\_\_\_

Annette Schroen  
Director

BY: \_\_\_\_\_

Tami Beily,  
Coordinator State and Federal Programs

APPR

OVERD AS TO FORM: \_\_\_\_\_  
General Counsel  
Legal Services  
Center Joint Unified School District

(THIS FORM MAY NOT BE ALTERED IN ANY WAY)

**CENTER JOINT UNIFIED SCHOOL DISTRICT  
STATE AND FEDERAL PROGRAMS**

**MASTER CONTRACT**

**TITLE I – SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS**

**THIS MASTER CONTRACT** ("Contract") is made and entered into on October 28, 2013, between the **Center Joint Unified School District** (hereinafter referred to as "LEA" [local educational agency] or "District"), a public school district duly operating under the laws of the State of California, and **Achievement Matters, Inc.** (service provider)

**21781 Ventura Blvd., Suite 418, Woodland Hills, CA 91364**

**855-888-8677** (phone number)

the supplementary service provider (hereinafter referred to as "PROVIDER") for the purpose of providing supplementary services to eligible LEA students. "Eligible students" are those students identified by the District who meet specific requirements under Title I.

**WHEREAS**, the LEA is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

**WHEREAS**, the LEA is in need of such special services and advice;

**WHEREAS**, PROVIDER is specially trained and experienced and competent to perform the special services required by the LEA, and such services are needed on a limited basis;

**WHEREAS**, the No Child Left Behind Act, 20 U.S.C. Section 1116(e)(3)(A) outlines the requirements for supplemental educational services;

**WHEREAS**, Section 6316(e)(3) contains the following requirements:

- a. Requires the LEA to develop, in consultation with a school representative, parents (and the provider chosen by parents), a statement of specific measurable achievement goals which are based upon the student's area of need as identified from the California standards assessments; how the student's progress will be measured, and a timetable for improving achievement, in the case of a student with disabilities, is consistent with the student's IEP;
- b. Requires a description of how and when the PROVIDER will regularly inform, in accordance with the ISSA (Individual Supplemental Services Agreement), the student's parent, school liaison and LEA of the student's progress toward achievement of the agreed upon measurable goals;
- c. Requires a provision for the termination of the agreement if the provider is unable to meet the goals and timetables required;
- d. Requires provisions with respect to the making payment to the provider by the LEA;
- e. Prohibits the provider from disclosing to the public the identity of any student eligible for, or receiving supplemental services without the written permission of the parent of such student;

**WHEREAS**, PROVIDER has been approved by the California State Department of Education and has met the qualifications to be certified as a supplementary service provider; and

**(THIS FORM MAY NOT BE ALTERED IN ANY WAY)**



WHEREAS, PROVIDER is willing to provide such services to LEA's eligible students if selected by the parents/guardians of eligible students.

THEREFORE, IN CONSIDERATION OF THE MUTUAL PROMISES CONTAINED HEREIN, it is agreed between the parties as follows:

### 1. Individual Supplementary Services Agreements

An Individual Supplementary Services Agreement (ISSA) shall be developed by LEA in consultation with parents/guardians and PROVIDER for each LEA eligible student whose parent/guardian elects to receive supplementary services from PROVIDER. Changes in any student's ISSA may only be made with the written consent of LEA in consultation with parents/guardians. PROVIDER, LEA or the parents/guardians may request a review of a student's ISSA. In conjunction with the liaison, the PROVIDER shall insure that all student ISSAs are completed within forty-five (45) days of receipt of student information or by exception based on a mutual written agreement between the LEA and PROVIDER.

Provider shall administer a standards based pre and post test assessment.

PROVIDER shall not unilaterally terminate any ISSA. PROVIDER shall obtain written authorization from LEA before terminating any ISSA.

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### 2. Incentives and Rewards

Incentives and rewards must be appropriately related to the purpose of the student's *Individual Supplemental Services Agreement* for academic achievement and should reasonably motivate or reward students for achievement of the specific goals of the *Individual Supplemental Services Agreement*. Additionally, the incentive or reward must be directly related to a motivational activity which is part of the provider's plan to facilitate academic achievement. Under no circumstances shall parents/guardians and/or students be given an incentive for enrolling in a specific Supplemental Educational Services Program.

The cost of the incentives and/or rewards must not be exorbitant and must not diminish the effectiveness of the original intent of Supplemental Educational Services set forth in the "No Child Left behind" legislation of 2001. Provider will not provide any up-front incentive at over \$2.00 per student to parent or students to encourage signing up for provider's services or to encourage any other student or parent to sign up for provider's services.

### 3. Parents/Guardianship

For the purpose of the Contract, a parent is the natural or adoptive parent, legal guardian, or a surrogate parent appointed by LEA.

### 4. Student Records

(THIS FORM MAY NOT BE ALTERED IN ANY WAY)

A student record is defined by State and Federal Law, and essentially is any document prepared or retained by PROVIDER with an individual student's name referenced therein. All student records shall be kept in a secure location preventing access by unauthorized individuals. PROVIDER will maintain an access log delineating date, time, agency, and identity of any individual accessing student records who is not in the direct employ of the PROVIDER. PROVIDER shall not provide access or forward to any other person other than parents/guardians or LEA any student record including student email address without the written consent of the parent/guardian or LEA. PROVIDER agrees to provide access to and copies of student records including assessments, progress reports, samples of student work and end of year student report reflecting percentage of objectives met by the student to LEA and/or the parents/guardians of LEA's student. PROVIDER will also provide LEA with an end of year summary indicating the total number of students that met 95% of their objectives during the period of the contract. No later than thirty (30) days after termination of services PROVIDER shall turn over to LEA all required documents for all Center Unified students in their program.

#### 5. Access by LEA

PROVIDER shall notify LEA of the location and/or any change in location at which it is providing services to LEA's eligible students. It shall allow LEA representatives access to its facilities for periodic monitoring of each student's instructional program and shall be invited to participate in the review of each student's progress by LEA. **Such access shall include unannounced monitoring visits.** LEA representatives shall have ongoing access to observe each student at work, observe the instructional setting, interview PROVIDER, and review each student's progress as well as access to **all student records maintained on site** including the behavior intervention plan, if any.

#### 6. Fingerprints/TB Clearance

In accordance with California Education Code § 45125.1, PROVIDER shall conduct a criminal background check of its employees and/or subcontractors and, upon receipt of those checks, certify to the LEA that no employee and/or subcontractors of PROVIDER working with students of the school district has been convicted of a violent or serious felony as defined by statutes. PROVIDER shall supply LEA with a list of names of those employees and/or subcontractors who are cleared to work with students of the LEA. A fingerprint certification will be required. Additionally all providers will be required to submit a TB clearance for those employed and/or subcontractors who will be working with students.

#### 7. Independent Contractor Status

This agreement is by and between two independent agents and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. PROVIDER understands and agrees that it shall be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and all other benefits of any kind, as required by law for its own employees, and assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this agreement.

It is the responsibility of the PROVIDER to insure that all of its employees are informed of all provisions as outlined in this contract prior to working with families/students.

#### 8. Conflict of Interest:

This Agreement is subject to LEA Board Policy 2300 governing conflicts of interest. PROVIDER agrees to furnish to LEA (upon request) a valid copy of the most recently adopted partnership agreements or bylaws of the corporation and also a complete and accurate list of the Governing Board of Directors (or Trustees or Partners) and to timely update said information as changes in such governance occur. PROVIDER shall avoid any actual or potential conflict of interest on behalf of itself or its employees providing services hereunder, including, but not limited, to employment with LEA, including its charter schools.

**(THIS FORM MAY NOT BE ALTERED IN ANY WAY)**

**9. Accident/Incident Report**

PROVIDER agrees to submit a written accident report to LEA within five (5) days of an accident or incident when a pupil has suffered an injury, injured another individual, or has been involved in an activity requiring notification of law enforcement or emergency personnel.

**10. Discrimination**

PROVIDER shall not discriminate on the basis of race, color, religion, sex, national origin, age, ancestry, ethnicity, gender, sexual orientation, sexual preference or physical or mental disability in employment or operation of its programs.

**11. Child Abuse Reporting**

PROVIDER assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to child abuse and/or missing children reporting obligations and procedures under California law, including but not limited to, California Education Code § 49370 and California Penal Code § 11166 et seq. PROVIDER agrees to provide annual training to all its employees regarding mandated reporting of child abuse and missing children. PROVIDER agrees that all staff members will abide by such laws in a timely manner.

PROVIDER shall submit immediately by facsimile and mail, within twenty-four (24) hours an accident or incident report to LEA when it becomes aware of circumstances including, but not limited to: allegations of molestation, child abuse, missing children under PROVIDER's supervision.

**12. Supplies, Equipment and Facilities**

PROVIDER shall be solely responsible for the provision of all appropriate supplies, equipment, and facilities for a pupil as required in his/her ISSA. A PROVIDER who desires to use District facilities must make a separate application for use of facilities through the District's Use of Facilities procedures. As noted in the "District Use of Facilities" packet, the use of science and computer labs is disallowed.

**13. Inspection and Audit**

PROVIDER shall provide access to and the LEA shall have the right to examine and audit, upon the LEA's request, all of the records, reports, or other matter relating to the Contract. Fiscal records shall be maintained by PROVIDER for five (5) years and shall be available for audit. Records that no longer need to be retained must be shredded/destroyed in a manner that maintains confidentiality.

**14. Indemnification**

PROVIDER shall defend, hold harmless, and indemnify LEA and its governing board, officers, agents, and employees from and against all liabilities and claims for damage for death, sickness, or injury to any person(s) or damage to any property, including, without limitation, all consequential damages and expenses (including attorney fees), from any cause whatsoever arising from or connected with its service hereunder, resulting from the negligence or intentional acts of PROVIDER, its agents or employees. It is understood and agreed that such indemnity shall survive the termination of this agreement.

LEA shall defend, hold harmless and indemnify PROVIDER and its governing board, offices, agents, and employees from all liabilities and claims for damage for death, sickness, or injury to any person(s) or damage to any property, including, without limitation, all consequential damages and expenses (including attorney fees), from any cause whatsoever resulting from the negligence or intentional acts of LEA, its agents or employees. It is understood and agreed that such indemnity shall survive the termination of this agreement.

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LEA shall not be liable for acts of the student(s) or the student's parent/guardian, family member, etc.

**15. Insurance**

During the entire term of this agreement and any extension or modification thereof, PROVIDER shall keep in effect a policy or policies of liability insurance, including coverage of owned and non-owned vehicles used in relation to the performance of service(s) by PROVIDER, of at least one million dollars (\$1,000,000.00) for each person and one million dollars (\$1,000,000.00) for all accidents or occurrences for all damages arising out of death, bodily injury, sickness or disease from any one accident or occurrence, and one million dollars (\$1,000,000.00) for all damages and liability arising out of injury to or destruction of property for each accident or occurrence. Not later than the effective date of this agreement, PROVIDER shall provide LEA with satisfactory evidence of insurance, naming LEA as additional certificate holder, including a provision for a twenty (20) calendar day written notice to LEA before cancellation or material change, evidencing the above-specific coverage. The PROVIDER shall at its own cost and expense procedure and maintain insurance under the Worker's Compensation Law of California, if applicable. LEA reserves the right to revise the requirements of this provision at any time. If LEA determines that additional insurance coverage is necessary, LEA will reopen negotiations with PROVIDER to modify the terms of this agreement.

**16. Billing Amount**

PROVIDER'S hourly rate for services rendered shall be \$50 per hour. The total amount of services rendered during the term of this contract shall not exceed the final per student allocation as indicated by the state. The student-teacher ratio for this hourly rate will be 1:1/2:1/3:1. Services shall begin within thirty (30) days of the completion of the ISSA.

**17. Monthly Invoices**

PROVIDER shall comply with all procedures concerning enrollment, contracting, attendance reporting, and billing as specified by LEA.

PROVIDER shall submit to LEA monthly invoices itemized by name/address of student, service provided and actual number of hours for which services were provided, including attendance verification logs signed by parent and/or guardian or computer log-in records. LEA shall not pay for non-attendance of students. Such invoices with amount due shall be submitted within thirty (30) days of the rendering of services. **Invoices and related documents shall be submitted on a form and in the manner prescribed by LEA.** LEA shall process payments to PROVIDER within forty-five (45) days of submission of such invoices, except in those situations identified in Paragraph 18, below.

**18. Records of Attendance**

PROVIDER shall maintain daily records of student service provided, including the name/address of student, the name of PROVIDER's employee who rendered the service, and the amount of time of such service. PROVIDER shall permit access to and/or a copy of such records to LEA upon request. Parent shall receive a copy of the monthly attendance log.

**19. Right to Withhold**

LEA may withhold payment to PROVIDER, on ten (10) working days written notice of such withholding, when in the opinion of the LEA:

- a. PROVIDER's performance, in whole or in part, either has not been carried out or is insufficiently documented.

**(THIS FORM MAY NOT BE ALTERED IN ANY WAY)**

- b. PROVIDER has neglected, failed, or refused to furnish information or to cooperate with the inspection, review, or audit of its program, work, or records.
- c. PROVIDER has failed to submit the invoice in a timely manner.

If LEA gives notice of intent to withhold, PROVIDER shall have fourteen (14) days from the date of receipt of said notice to correct such deficiency. **Provider may submit a written extension to correct the deficiencies and/or may invoke the dispute resolution provision herein. LEA shall process submitted re-billing invoices to PROVIDER within forty-five (45) days of submission of such invoices.**

## **20. Modifications and Amendments:**

This Contract may be modified or amended only by a written document signed by authorized representatives of PROVIDER and LEA. No change in this Contract or in the ISSA shall result in a LEA financial obligation to PROVIDER in excess of the State/Federal reimbursement rate per student per year to the LEA.

## **21. Disputes**

Disputes between LEA and PROVIDER concerning the meaning, requirements or performance of this contract shall be submitted **in writing** to the Superintendent of the Center Joint Unified School District. The determination of the LEA's Superintendent shall be made in writing and shall be binding on both parties.

## **22. Subcontract and Assignment**

PROVIDER shall not subcontract or assign any of the work contemplated under this Contract without first obtaining written approval from the LEA. Such approval shall be attached and made part of this Contract. Subcontracts or assignments may be entered into only with providers certified by the California Department of Education.

Any sub-contractor or assignee shall be bound by all of the terms of this Contract, including the insurance and indemnification provisions, and it shall be PROVIDER'S responsibility to obtain the agreement of subcontractor/assignee to comply with all terms contained herein.

## **23. Termination**

- a. This agreement may be terminated by LEA or PROVIDER at any time, as provided herein. PROVIDER's exercise of its right to terminate this Contract shall not alleviate its responsibilities to complete any existing ISSA's.
- b. To terminate this Contract, either party shall give twenty (20) calendar days written notice prior to the date of the termination. Upon termination without default of PROVIDER, LEA shall pay, without duplication, for all services satisfactorily performed to date of termination.
- c. In consideration of this payment, PROVIDER waives all rights to any further payment or damage. Upon termination, PROVIDER shall turn over to LEA all student records in its possession generated as a result of services rendered under this Contract, possessed by PROVIDER or under its control at the time of termination.
- d. An Individual Supplementary Services Agreement may be terminated by PROVIDER only upon consent of the LEA. An ISSA shall terminate if the student ceases to be enrolled in the District. Upon termination under this paragraph, final payment from LEA will be calculated based upon a pro-rata calculation of total services agreed-upon in the ISSA for which the LEA is responsible for payment, divided by that portion of services actually rendered.

**(THIS FORM MAY NOT BE ALTERED IN ANY WAY)**

- c. The PROVIDER must provide the LEA with written documentation of termination of services for any student within 7 days. LEA will be provided with the specifics as to why a student who has chosen said PROVIDER is not receiving services from the PROVIDER. The district and the provider will each contact the parent of a student who does not attend prior to terminating the student's participation in the SES program.

**24. Compliance with Laws**

During the term of this agreement, PROVIDER shall comply with all applicable federal, State Board of Education, and local statutes, laws ordinances, rules and regulations relating to the provision of supplementary services, including securing and maintaining in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement.

**25. Entire Agreement**

This Agreement constitutes the entire agreement between LEA and PROVIDER and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated.

**26. Governing Law**

The terms and conditions of this agreement shall be governed by the laws of the state of California with venue in Sacramento County, California.

**27. Severability Clause**

If any provision of this agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect, to the extent that the intent of the parties can be fulfilled.

**28. Notices**

Notices required under this Contract shall be valid when mailed first class postage or personally delivered to the following representatives, as indicated below:

For the LEA: Tami JBeily, Coordinator  
Categorical Programs and Grants  
Center Joint Unified School District  
8408 Watt Avenue  
Antelope, CA 95843

For PROVIDER:  
(Name/Title) Deborah Farnoush, CEO  
Achievement Matters, Inc.  
(Address) 21781 Ventura Blvd., Suite 418  
(City/State/Zip Code) Woodland Hills, CA 91364

(THIS FORM MAY NOT BE ALTERED IN ANY WAY)

29. **Authorized Representative**

The persons signing this Contract certify they are the authorized representatives of the respective parties, and are authorized to sign this document. Services are limited to the per student allocation determined by the district.


The parties hereto have executed this agreement by and through their duly authorized agents or representatives. This contract is effective October 28, 2013, and terminates at 5:00 p.m. on May 31, 2014, unless sooner terminated as provided herein.

FED ID: 27-3891504

PROVIDER:  
ACHIEVEMENT MATTERS, INC.

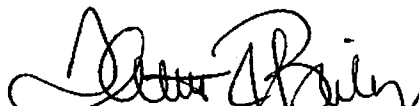
CENTER JOINT UNIFIED SCHOOL DISTRICT:

BY: \_\_\_\_\_



Deborah Farnoush  
CEO

BY: \_\_\_\_\_



Tama Beily,  
Coordinator State and Federal Programs

APPROVED AS TO FORM: \_\_\_\_\_

General Counsel  
Legal Services  
Center Joint Unified School District

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**FED ID: 46-1244165**

**PROVIDER:**  
**1 2 3 MATH AND READING, INC.**

**CENTER JOINT UNIFIED SCHOOL DISTRICT:**

BY:   
Irene Pinzon Santos  
Director

BY:   
Tam J Beily,  
Coordinator State and Federal Programs

**APPROVED AS TO FORM:** \_\_\_\_\_  
General Counsel  
Legal Services  
Center Joint Unified School District



**CENTER JOINT UNIFIED SCHOOL DISTRICT  
STATE AND FEDERAL PROGRAMS**

**MASTER CONTRACT**

**TITLE I - SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS**

THIS MASTER CONTRACT ("Contract") is made and entered into on October 25, 2013, between the Center Joint Unified School District (hereinafter referred to as "LEA" [local educational agency] or "District"), a public school district duly operating under the laws of the State of California, and 1 #1A+ Student Learning Academy/Center 1 (service provider)

PO Box 614, North Highlands, CA 95660

916 921-8386 (VETO) (phone number)

the supplementary service provider (hereinafter referred to as "PROVIDER") for the purpose of providing supplementary services to eligible LEA students. "Eligible students" are those students identified by the District who meet specific requirements under Title I.

WHEREAS, the LEA is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, the LEA is in need of such special services and advice;

WHEREAS, PROVIDER is specially trained and experienced and competent to perform the special services required by the LEA, and such services are needed on a limited basis;

WHEREAS, the No Child Left Behind Act, 20 U.S.C. Section 1116(e)(3)(A) outlines the requirements for supplemental educational services;

WHEREAS, Section 6316(e)(3) contains the following requirements:

- a. Requires the LEA to develop, in consultation with a school representative, parents (and the provider chosen by parents), a statement of specific measurable achievement goals which are based upon the student's area of need as identified from the California standards assessments; how the student's progress will be measured, and a timetable for improving achievement, in the case of a student with disabilities, is consistent with the student's IEP;
- b. Requires a description of how and when the PROVIDER will regularly inform, in accordance with the ISSA (Individual Supplemental Services Agreement), the student's parent, school liaison and LEA of the student's progress toward achievement of the agreed upon measurable goals;
- c. Requires a provision for the termination of the agreement if the provider is unable to meet the goals and timetables required;
- d. Requires provisions with respect to the making payment to the provider by the LEA;
- e. Prohibits the provider from disclosing to the public the identity of any student eligible for, or receiving supplemental services without the written permission of the parent of such student;

WHEREAS, PROVIDER has been approved by the California State Department of Education and has met the qualifications to be certified as a supplementary service provider; and

(THIS FORM MAY NOT BE ALTERED IN ANY WAY)

WHEREAS, PROVIDER is willing to provide such services to LEA's eligible students if selected by the parents/guardians of eligible students.

THEREFORE, IN CONSIDERATION OF THE MUTUAL PROMISES CONTAINED HEREIN, it is agreed between the parties as follows:

**1. Individual Supplementary Services Agreements**

An Individual Supplementary Services Agreement (ISSA) shall be developed by LEA in consultation with parents/guardians and PROVIDER for each LEA eligible student whose parent/guardian elects to receive supplementary services from PROVIDER. Changes in any student's ISSA may only be made with the written consent of LEA in consultation with parents/guardians. PROVIDER, LEA or the parents/guardians may request a review of a student's ISSA. In conjunction with the liaison, the PROVIDER shall insure that all student ISSAs are completed within forty-five (45) days of receipt of student information or by exception based on a mutual written agreement between the LEA and PROVIDER.

Provider shall administer a standards based pre and post test assessment.

PROVIDER shall not unilaterally terminate any ISSA. PROVIDER shall obtain written authorization from LEA before terminating any ISSA.

Parents/guardians shall not be charged for any services rendered under the ISSA unless such services and charges are clearly identified in writing and agreed upon in advance in a writing signed by the parents/guardians. In no event shall the agreed upon charges obligate the LEA financially, nor shall the LEA incur any obligation or expense in excess of the state/federal reimbursement amount. Preliminary allocations indicate a per student rate will be \$821.52 per student, adjustments to this amount may be made pending final notification from the state. PROVIDERS shall receive compensation only for sessions actually attended by LEA students and for supplemental educational services actually provided to LEA students. Providers shall not receive compensation in the event of student absences, regardless of the reason for absence.

**2. Incentives and Rewards**

Incentives and rewards must be appropriately related to the purpose of the student's *Individual Supplemental Services Agreement* for academic achievement and should reasonably motivate or reward students for achievement of the specific goals of the *Individual Supplemental Services Agreement*. Additionally, the incentive or reward must be directly related to a motivational activity which is part of the provider's plan to facilitate academic achievement. Under no circumstances shall parents/guardians and/or students be given an incentive for enrolling in a specific Supplemental Educational Services Program.

The cost of the incentives and/or rewards must not be exorbitant and must not diminish the effectiveness of the original intent of Supplemental Educational Services set forth in the "No Child Left behind" legislation of 2001. Provider will not provide any up-front incentive at over \$2.00 per student to parent or students to encourage signing up for provider's services or to encourage any other student or parent to sign up for provider's services.

**3. Parents/Guardianship**

For the purpose of the Contract, a parent is the natural or adoptive parent, legal guardian, or a surrogate parent appointed by LEA.

**4. Student Records**

A student record is defined by State and Federal Law, and essentially is any document prepared or retained by PROVIDER with an individual student's name referenced therein. All student records shall be kept in a secure location preventing access by unauthorized individuals. PROVIDER will maintain an access log delineating date, time, agency, and identity of any individual accessing student records who is not in the direct employ of the PROVIDER. PROVIDER shall not provide access or forward to any other person other than parents/guardians or LEA any student record including student email address without the written consent of the parent/guardian or LEA. PROVIDER agrees to provide access to and copies of student records including assessments, progress reports, samples of student work and end of year student report reflecting percentage of objectives met by the student to LEA and/or the parents/guardians of LEA's student. PROVIDER will also provide LEA with an end of year summary indicating the total number of students that met 95% of their objectives during the period of the contract. No later than thirty (30) days after termination of services PROVIDER shall turn over to LEA all required documents for all Center Unified students in their program.

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In accordance with California Education Code § 45125.1, PROVIDER shall conduct a criminal background check of its employees and/or subcontractors and, upon receipt of those checks, certify to the LEA that no employee and/or subcontractors of PROVIDER working with students of the school district has been convicted of a violent or serious felony as defined by statutes. PROVIDER shall supply LEA with a list of names of those employees and/or subcontractors who are cleared to work with students of the LEA. A fingerprint certification will be required. Additionally all providers will be required to submit a TB clearance for those employed and/or subcontractors who will be working with students.

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This Agreement is subject to LEA Board Policy 2300 governing conflicts of interest. PROVIDER agrees to furnish to LEA (upon request) a valid copy of the most recently adopted partnership agreements or bylaws of the corporation and also a complete and accurate list of the Governing Board of Directors (or Trustees or Partners) and to timely update said information as changes in such governance occur. PROVIDER shall avoid any actual or potential conflict of interest on behalf of itself or its employees providing services hereunder, including, but not limited to, employment with LEA, including its charter schools.

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PROVIDER shall submit to LEA monthly invoices itemized by name/address of student, service provided and actual number of hours for which services were provided, including attendance verification logs signed by parent and/or guardian or computer log-in records. LEA shall not pay for non-attendance of students. Such invoices with amount due shall be submitted within thirty (30) days of the rendering of services. Invoices and related documents shall be submitted on a form and in the manner prescribed by LEA. LEA shall process payments to PROVIDER within forty-five (45) days of submission of such invoices, except in those situations identified in Paragraph 18, below.

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- a. PROVIDER's performance, in whole or in part, either has not been carried out or is insufficiently documented.

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PROVIDER shall not subcontract or assign any of the work contemplated under this Contract without first obtaining written approval from the LEA. Such approval shall be attached and made part of this Contract. Subcontracts or assignments may be entered into only with providers certified by the California Department of Education.

Any sub-contractor or assignee shall be bound by all of the terms of this Contract, including the insurance and indemnification provisions, and it shall be PROVIDER'S responsibility to obtain the agreement of subcontractor/assignee to comply with all terms contained herein.

**23. Termination**

- a. This agreement may be terminated by LEA or PROVIDER at any time, as provided herein. PROVIDER's exercise of its right to terminate this Contract shall not alleviate its responsibilities to complete any existing ISSA's.
- b. To terminate this Contract, either party shall give twenty (20) calendar days written notice prior to the date of the termination. Upon termination without default of PROVIDER, LEA shall pay, without duplication, for all services satisfactorily performed to date of termination.
- c. In consideration of this payment, PROVIDER waives all rights to any further payment or damage. Upon termination, PROVIDER shall turn over to LEA all student records in its possession generated as a result of services rendered under this Contract, possessed by PROVIDER or under its control at the time of termination.
- d. An Individual Supplementary Services Agreement may be terminated by PROVIDER only upon consent of the LEA. An ISSA shall terminate if the student ceases to be enrolled in the District. Upon termination under this paragraph, final payment from LEA will be calculated based upon a pro-rata calculation of total services agreed-upon in the ISSA for which the LEA is responsible for payment, divided by that portion of services actually rendered.

(THIS FORM MAY NOT BE ALTERED IN ANY WAY)

- c. The PROVIDER must provide the LEA with written documentation of termination of services for any student within 7 days. LEA will be provided with the specifics as to why a student who has chosen said PROVIDER is not receiving services from the PROVIDER. The district and the provider will each contact the parent of a student who does not attend prior to terminating the student's participation in the SES program.

**24. Compliance with Laws**

During the term of this agreement, PROVIDER shall comply with all applicable federal, State Board of Education, and local statutes, laws ordinances, rules and regulations relating to the provision of supplementary services, including securing and maintaining in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement.

**25. Entire Agreement**

This Agreement constitutes the entire agreement between LEA and PROVIDER and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated.

**26. Governing Law**

The terms and conditions of this agreement shall be governed by the laws of the state of California with venue in Sacramento County, California.

**27. Severability Clause**

If any provision of this agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect, to the extent that the intent of the parties can be fulfilled.

**28. Notices**

Notices required under this Contract shall be valid when mailed first class postage or personally delivered to the following representatives, as indicated below:

For the LEA: Tami J Beily, Coordinator  
Categorical Programs and Grants  
Center Joint Unified School District  
8408 Watt Avenue  
Antelope, CA 95843

For PROVIDER:

(Name/Title) Alicia Kelly, Founder/Chairman  
[ #1 LA+ Student Learning Academy/Center ]

(Address) P.O. Box 614

(City/State/Zip Code) North Highlands, CA 95660

**29. Authorized Representative**

The persons signing this Contract certify they are the authorized representatives of the respective parties, and are authorized to sign this document. Services are limited to the per student allocation determined by the district.

The parties hereto have executed this agreement by and through their duly authorized agents or representatives. This contract is effective October 25, 2013, and terminates at 5:00 p.m. on May 31, 2014, unless sooner terminated as provided herein.

FED ID: \_\_\_\_\_

**PROVIDER:****1 #1A+ Student Learning Academy/Center****CENTER JOINT UNIFIED SCHOOL DISTRICT:**

BY: \_\_\_\_\_

Alicia Kelley  
Founder/Chairperson

BY: \_\_\_\_\_

Tami J Beily,  
Coordinator State and Federal Programs

APPROVED AS TO FORM: \_\_\_\_\_

General Counsel  
Legal Services  
Center Joint Unified School District

(THIS FORM MAY NOT BE ALTERED IN ANY WAY)

C-8



## Center Joint Unified School District

### AGENDA REQUEST FOR:

Dept./Site: Curriculum Dept.

Date: February 19, 2014

To: Board of Trustees

From: Becky Lawson  
Coordinator of Curriculum  
Initials: BL

Action Item X

Information Item

# Attached Pages

### SUBJECT: School Accountability Report Cards

Please ratify the following School Accountability Report Cards (SARCs) reported for the 2012/13 school year, published during the 2013/14 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 2012/13 School Accountability Report Cards (SARCs) in the 2013/14 school year.

CONSENT AGENDA

# Center Joint Unified School District Dudley Elementary School

Grades K through 6  
Steve Jackson, Principal



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

## 2012-13 School Accountability Report Card *Published January 2014*

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

### Website Address

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

### 2013-14 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  
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School Profile  
Student Achievement  
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 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 receive a standards-based, challenging curriculum by dedicated professional staff 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 2012-13 school year, 715 students were enrolled, including 8% in special education, 21% qualifying for English Language Learner support, and 66% qualifying for free or reduced price lunch. Dudley Elementary School achieved a 2013 Academic Performance Index (API) score of 795.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	9.40%	Kindergarten	94
Amer. Indian or Alaskan Native	0.70%	Grade 1	103
Asian	6.60%	Grade 2	91
Filipino	2.90%	Grade 3	114
Hisp. or Latino	23.40%	Grade 4	107
Pacific Islander	0.60%	Grade 5	111
Caucasian	51.70%	Grade 6	95
Multi-Racial	4.20%		
Total Enrollment			715



## 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 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Dudley Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	57	62	56	53	57	54	54	56	55
Math	63	56	54	49	51	51	50	50	50
Science	45	46	42	54	56	58	57	60	59
Social Science				46	47	50	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	Dudley Elementary School							
	African-American	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	49	*	52	62	50	48	40	*
Math	40	*	52	62	63	45	32	*
Science	*	*	*	57	*	19	*	*
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	CJUSD	Dudley Elementary School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	54	56	52	60	24	49	38	*
Math	51	54	55	52	47	51	31	*
Science	58	42	38	45	*	36	*	*
Social Science	50							

### 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 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	21.1%	19.3%	28.9%

### 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			
	2010	2011	2012
Statewide Rank	7	6	6
Similar Schools Rank	9	5	6

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



Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	-24	0	-22
Ethnic Subgroups			
African-Amer.	20	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-43	16	-65
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-11	6	-18
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	-29	-7	-9
English Learners	-37	16	-34

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	DES		CJUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	485	795	3,454	795	4,655,989	790
Students with Disabilities	51	664	492	631	527,476	615
Economically Disadvantaged	311	779	2,096	781	2,774,640	743
English Learners	97	761	663	750	1,482,316	721
African-Amer.	43	760	391	757	296,463	708
Amer. Indian or Alaskan Native	4		38	798	30,394	743
Asian	39	794	269	828	406,527	906
Filipino	14	822	110	868	121,054	867
Hisp. or Latino	105	732	743	749	2,438,951	744
Multi-Racial	22	773	127	790		
Pacific Islander	3		40	746	25,351	774
Caucasian	255	828	1,736	814	1,200,127	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

### 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 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 770 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 2012-13		
<i>Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	DES	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	Yes

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 2012-13, 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		
PI Status	DES	CJUSD
Implementation Year	In PI	In PI
Year in PI	2013-2014	2011-2012
No. of Schools Currently in PI	Year 1	Year 3
% of Schools Currently Identified for PI		4
		44.4%

### 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, school newsletters, and the school website. 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 Night  
Movie Night  
Open House  
Student Performances  
Ice Cream Social

## 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 and 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:

- Painted exterior trim
- Painted interior facilities
- Wrought iron gates and enclosures built for security purposes
- Replacement of siding on portables
- New carpeting installed in selected classrooms
- Installation of LCD projectors in the classrooms
- Parking lots paving repair (Bond projects)
- Seal coat and stripe parking lot (2013-14)
- Replacement of roof on portable building (2013-14)

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 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 2012-13 school year, Dudley Elementary School received \$36,828 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Heating/Air Conditioning Systems
- Floor 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 22, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.



School Facility Good Repair Status Most Recent Inspection: Tuesday, October 22, 2013			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Administration - Windows (2) cracked; Cafeteria/MP - Upper windows (3) have BB holes; Room 10 - Windows (6) have BB holes or cracks; Room B1 - Window has BB hole; Room B4 - Upper window has BB hole; Room 7 - Window has BB holes (2); Room 9 Library - Window has BB holes (3); Room C3 and C4 - Upper 2 windows have BB holes; Room C5 - BB hole in window; Room M1 (CDC) - Window has BB holes (3);
(4)	Room C1 - Furtex needs replacing in 2 spots.

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 by school staff in October 2013 and updated in January 2014.

### 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			
	10-11	11-12	12-13
Suspensions (#)	39	45	60
Suspensions (%)	5.92 %	6.17 %	8.39 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	151	189	202
Suspensions (%)	6.67 %	7.61 %	8.21 %
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				
2010-11				
Grade	Avg. Class Size	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
2011-12				
Grade	Avg. Class Size	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
2012-13				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	31.0		3	
1	21.0	2	3	
2	23.0	1	3	
3	23.0	1	4	
4	21.0	1	3	
5	28.0	1	3	
6	32.0		3	

## 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 2012-13 school year, Dudley Elementary School held staff development devoted to:

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

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 2012-13 school year, Dudley Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core English Language Arts

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		
2010-11	2011-12	2012-13
3	1	2

### 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 18, 2013, 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 #4/2013-14 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 2013-14 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 Development</b>		
2008	Hampton Brown, <i>High Point</i>	0 %
<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) 2012-13		
	No. of Staff	FTE
Counselor	1	0.9
Child Aide	1	0.4
Library Technician	1	1.0
Nurse	1	*
Psychologist	1	0.5
Speech Therapist	1	0.5

\* as needed

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2012-13 school year, Dudley Elementary School had 27 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Dudley Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	97.9 %	2.1 %
High-Poverty	97.9 %	2.1 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	10-11	11-12	12-13	CJUSD 12-13
Total Teachers	23	26	27	189
Teachers with full credentials	23	26	27	189
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	2
Total teacher misassignments	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	DES 13-14	CJUSD 13-14
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)



Salary Comparison 2011-12		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,317	\$38,578
Mid-Range Teacher Salary	\$58,192	\$59,799
Highest Teacher Salary	\$74,386	\$78,044
Superintendent Salary	\$145,902	\$150,595
<b>Average Principal Salaries:</b>		
Elementary School	\$90,989	\$95,442
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2011-12 school year, Center Joint Unified School District spent an average of \$7,429 of total general funds to educate each student (based on 2011-12 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- 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
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	DES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	713	N/A	N/A	N/A	N/A
Total**	\$4,680	N/A	N/A	N/A	N/A
Restr.†	\$905	N/A	N/A	N/A	N/A
Unrestr.††	\$3,775	\$4,116	91.72	\$5,537	68.17
Avg. Teacher Salary	\$69,635	\$68,373	101.85	\$63,166	110.24

\* Average Daily Attendance

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

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

### DataQuest

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

### Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2013.

# Center Joint Unified School District Center High School

Grades 9 through 12  
Mike Jordan, Principal



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

## 2012-13 School Accountability Report Card *Published January 2014*

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

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

### 2013-14 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 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 2012-13 school year, 1340 students were enrolled, including 15% in special education, 15% qualifying for English Language Learner support, and 50% qualifying for free or reduced price lunch. Center High School achieved a 2013 Academic Performance Index (API) score of 778.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	13.40%	Grade 9	363
Amer. Indian or Alaskan Native	1.40%	Grade 10	342
Asian	7.00%	Grade 11	325
Filipino	4.00%	Grade 12	310
Hisp. or Latino	21.40%		
Pacific Islander	1.60%		
Caucasian	49.30%		
Multi-Racial	1.70%		
Total Enrollment			1,340



## 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 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	49	52	51	53	57	54	54	56	55
Math	40	46	41	49	51	51	50	50	50
Science	47	60	47	54	56	58	57	60	59
Social Science	51	49	43	46	47	50	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	Center High School								
	African Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	41	50	42	56	54	45	21	*	
Math	33	33	45	43	53	36	33	*	
Science	39	*	*	55	55	33	*	*	
Social Science	24	*	27	50	65	35	23	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	CJUSD	Center High School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	54	51	48	54	7	45	18	*	
Math	51	41	45	38	11	39	21	*	
Science	58	48	53	43	5	42	18	*	
Social Science	50	43	50	37	9	38	16	*	

### 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; 90% of Center High School's tenth grade students who took the test passed the math portion of the exam and 84% 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.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School			CJUSD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	61	63	51	58	60	50	59	56	57
Math	62	68	67	54	64	63	56	58	60

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.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2012-13						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	50	25	25	37	47	16
All Students (School)	49	25	27	33	49	18
Male	51	22	26	30	48	22
Female	46	27	27	35	50	15
African-Amer.	62	24	14	43	50	8
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	27	27	45	27	36	36
Hisp. or Latino	58	21	21	39	48	13
Pacific Islander	*	*	*	*	*	*
Caucasian	40	31	29	26	52	22
Multi-Racial	*	*	*	*	*	*
English Learners	100	*	*	88	13	*
Economically Disadvantaged	52	28	20	38	45	17
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	84	13	3	65	30	5

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

### 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.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	16.1%	30.5%	27.3%



## 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			
	2010	2011	2012
Statewide Rank	7	6	7
Similar Schools Rank	9	9	10

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	-5	10	-13
<b>Ethnic Subgroups</b>			
African-Amer.	0	41	-21
Amer. Indian or Alaskan Native	*	*	*
Asian	0	*	*
Filipino	*	*	*
Hisp. or Latino	-9	-8	-18
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	10	9	-6
<b>Other Subgroups</b>			
Students with Disabilities	55	-38	-43
Economically Disadvantaged	-12	26	-11
English Learners	*	*	-40

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	CHS		CJUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	960	778	3,454	795	4,655,989	790
Students with Disabilities	140	512	492	631	527,476	615
Economically Disadvantaged	517	757	2,096	781	2,774,640	743
English Learners	142	686	663	750	1,482,316	721
African-Amer.	125	721	391	757	296,463	708
Amer. Indian or Alaskan Native	14	770	38	798	30,394	743
Asian	69	806	269	828	406,527	906
Filipino	36	852	110	868	121,054	867
Hisp. or Latino	218	736	743	749	2,438,951	744
Multi-Racial	23	737	127	790		
Pacific Islander	16	715	40	746	25,351	774
Caucasian	459	808	1,736	814	1,200,127	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

## 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 2012-13 AYP cycle, high schools must achieve a 88.9% or higher proficiency rate in English/Language Arts and 88.7% 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 770 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 2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Indicator	CHS	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	No	Yes

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 2012-13, Center High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status		
PI Status	CHS	CJUSD
Implementation Year	Not in PI	In PI
Year in PI	N/A	2011-2012
No. of Schools Currently in PI	N/A	Year 3
% of Schools Currently Identified for PI		44.4%

## 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, the school website, daily bulletins, the "Blue and Gold" newspaper, and Facebook. 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

AVID Advisory Council  
District English Learner Advisory Council  
GATE Advisory Council  
WASC Committee  
Advisory Council for Academics  
CTE Advisory Committee

## School Activities

Athletic Events  
Back to School Night  
Open House  
Student Orientation  
Student Performances  
Student Recognition Assemblies  
Plays

## 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 and 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:

- Installation of linoleum in nurses' room (2013-14)
- Replacement of theater carpet (2013-14)
- Replacement and resurface of tennis courts (2013-14)
- Painting of trim and doors (2013-14)
- Replacement of gym HVAC ducting (2013-14)
- Replacement of heat pump in rooms 212, 301 and 903 (2013-14)
- Replacement of heat pump and condensing in room 9, gym snack bar (2013-14)
- Resurfacing of gym floor (2013-14)

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
- Kitchen cleanup
- 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
- Office area cleaning
- Restroom cleaning
- Stadium cleanup
- Theater cleanup

The principal communicates with custodial staff daily 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
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 2012-13 school year, Center High School received \$25,421 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 Monday, October 28, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.



School Facility Good Repair Status Most Recent Inspection: Monday, October 28, 2013			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Science Building - Water heater needs tune up.
(3)	Administration Office - Principal's secretary door won't latch correctly; MP - Stage divider material separating from panels; Art - Wall covering torn; Auto Shop - Door hardware worn; Room 404 - Trouble with door unlocking; Library - Interior rooms need door lock release from inside; Theater - Classroom door needs dogging hardware; Room 900, 902, 903 and 904 - No room number.
(4)	Kitchen - Linoleum worn; Business 1, Band - Holes in wall; Business 5, Art - Wall covering torn; Room 301 - Interior door needs paint; Room 406 - Carpet tiles coming loose; Boys Girls Team/Dance - Ceiling tile broken, locker door torn off; Gym/Locker Rooms - Some lockers bent, tabs broken off, stained ceiling tiles.
(6)	Library - Some exterior ornamental tiles broken; Science Room 205 - Dry wall crack in ceiling; Science Room 212 - TV wall mount needs repair.
(15)	Science Building - Center storage room needs organizing; Room 806 - Patio area needs cleanup.

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 aides 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 October 2013.

## 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		
	10-11	11-12	12-13
Suspensions (#)	170	108	76
Suspensions (%)	12.58 %	8.19 %	5.67 %
Expulsions (#)	11	18	15
Expulsions (%)	0.81 %	1.37 %	1.12 %
	CJUSD High Schools		
	10-11	11-12	12-13
Suspensions (#)	385	305	225
Suspensions (%)	22.67 %	18.89 %	14.24 %
Expulsions (#)	13	22	16
Expulsions (%)	0.77 %	1.36 %	1.01 %

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	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
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.0	9	18	19
Math	29.0	6	18	17
Science	30.0	3	12	11
Social Science	33.0	3	8	18

## 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, 2011-12 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 at <http://dq.cde.ca.gov/dataquest/>.



Graduation & Dropout Rates			
	CHS		
	09-10	10-11	11-12
Dropout Rate	8.5%	10.1%	7.4%
Graduation Rate	88.9%	88.4%	89.7%
	CJUSD		
	09-10	10-11	11-12
Dropout Rate	4.1%	16.7%	11.2%
Graduation Rate	87.7%	80.1%	83.5%
	California		
	09-10	10-11	11-12
Dropout Rate	16.6%	14.7%	13.1%
Graduation Rate	74.7%	77.1%	78.7%

## Graduation Requirements

Students must accumulate 230 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* 2011-12**		
Center High School	CJUSD	California
N/A	N/A	78.7 %
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

Completion of High School Graduation Requirements for the Graduating Class of: 2012			
Group	CHS	CJUSD	State
All Students	89.8%	87.3%	84.4%
African-Amer.	15.6%	14.7%	5.7%
Amer. Indian or Alaskan Native	0.6%	0.7%	0.6%
Asian	10.5%	9.5%	8.4%
Filipino	1.6%	1.2%	2.6%
Hisp. or Latino	15.9%	15.2%	39%
Pacific Islander	1.9%	1.5%	0.5%
Caucasian	43%	41.9%	25.8%
Multi-Racial	-	0.2%	1.4%
English Learners	11.1%	10%	18.8%
Economically Disadvantaged	48.4%	48.1%	6.4%
Students with Disabilities	9.9%	8.2%	43.9%

## 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 2012-13 school year, Center High School held staff development devoted to:

- Common Core State Standards
- WASC Self Study Training
- High Quality First Instruction
- Safety Procedures Training
- 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 2012-13 school year, Center High School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core English Language Arts

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		
2010-11	2011-12	2012-13
3	1	2

### 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 18, 2013, 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 #4/2013-14 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 2013-14 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	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	Houghton Mifflin, <i>US History - The American Pageant</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2008	Pearson AGS Globe, <i>World History</i>	0 %
2006	Prentice Hall, <i>Government</i>	0 %
<b>Language Arts</b>		
2009	Hampton Brown, <i>High Point (Reading Intervention)</i>	0 %
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	Houghton Mifflin, <i>Larson &amp; Hostetler's Pre-Calculus</i>	0 %
2008	Key Curriculum Press, <i>Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
<b>Science</b>		
2008	AGS, <i>Biology - Cycles of Life</i>	0 %
2008	AGS, <i>Earth Science</i>	0 %
2008	AGS, <i>Physical Science</i>	0 %
2008	McGraw Hill, <i>Hole's Essentials Human Anatomy &amp; Physiology</i>	0 %
2008	McGraw Hill/Glencoe, <i>BSCS Biology - A Molecular Approach</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 UC website at [www.universityofcalifornia.edu/admissions/general.html](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 CSU website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2011-12*	
	%
Students enrolled in courses required for UC/CSU admission	61.7
Graduates who completed all courses required for UC/CSU admission	22.7

\*Most current data available

### Advanced Placement

In 2012-13, 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 2012-13		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Math	4	N/A
Science	3	N/A
Social Science	2	N/A
All Courses	11	4.3

### 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
- Project Lead The Way (PLTW)

Individual student assessment of work readiness skills takes place through:

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

Regional Occupational Programs (ROP) are offered in partnership with the 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 2012-13 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 2012-13 school year, Center High School offered the following career technical education programs as elective courses:

- Graphic Design Pathway
- Broadcasting Pathway
- Journalism Pathway
- Computer Graphics
- Career Technical Education - articulated with American River College
- Digital Photography
- Broadcasting
- Advanced Broadcasting
- Newspaper Productions
- Yearbook Productions
- 911 Dispatcher Customer Service
- Biomedical Science
- Engineering

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/>.

Career Technical Education (CTE) Program Participation 2012-13	
Total number of students participating in CTE programs	593
Percentage of students completing CTE program and earning a high school diploma	3.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12.5 %

## 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 (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Counselor	2	2.0
Health Assistant	1	*
Nurse	1	*
Psychologist	1	0.8
Resource Officer	1	1.0
Speech Therapist	1	0.5

\* as needed

Counselor-to-Student Ratio: 1:670

FTE = Full-Time Equivalent

## Teacher Assignment

During the 2012-13 school year, Center High School had 54 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 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Center High School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	97.9 %	2.1 %
High-Poverty	97.9 %	2.1 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	CHS			CJUSD
	10-11	11-12	12-13	12-13
Total Teachers	55	52	54	189
Teachers with full credentials	55	52	54	189
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	2	0	2	2
Total teacher misassignments	0	0	2	2
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	CHS	CJUSD
	13-14	13-14
Total teacher misassignments	1	1
Teacher misassignments for English learners	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	State Average of Districts in Same Category	
	CJUSD	
Beginning Teacher Salary	\$35,317	\$38,578
Mid-Range Teacher Salary	\$58,192	\$59,799
Highest Teacher Salary	\$74,386	\$78,044
Superintendent Salary	\$145,902	\$150,595
<b>Average Principal Salaries:</b>		
High School	\$107,521	\$106,787
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2011-12 school year, Center Joint Unified School District spent an average of \$7,429 of total general funds to educate each student (based on 2011-12 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- 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
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	CHS		State Avg., Dist. Same Size & Type		
	CJUSD	% Diff. School & Dist.	% Diff. School & State		
ADA*	1240	N/A	N/A	N/A	N/A
Total**	\$5,903	N/A	N/A	N/A	N/A
Restr.†	\$1,044	N/A	N/A	N/A	N/A
Unrestr.††	\$4,860	\$4,116	118.08	\$5,537	87.77
Avg. Teacher Salary	\$66,472	\$68,373	97.22	\$63,166	105.23

\* 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 November 2013.



# Center Joint Unified School District McClellan High School

Grades 9 through 12  
David DeArcos, Principal



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

## 2012-13 School Accountability Report Card *Published January 2014*

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

### Website Address

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

### 2013-14 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'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 by dedicated professional staff 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 McClellan 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

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 traditional calendar. At the beginning of the 2012-13 school year, 104 students were enrolled, including 5% in special education, 13% qualifying for English Language Learner support, and 63% qualifying for free or reduced price lunch. McClellan High School achieved a 2013 Academic Performance Index (API) score of 671.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	18.30%	Grade 9	0
Amer. Indian or Alaskan Native	1.00%	Grade 10	15
Asian	4.80%	Grade 11	39
Filipino	1.90%	Grade 12	50
Hisp. or Latino	22.10%		
Pacific Islander	1.00%		
Caucasian	49.00%		
Multi-Racial	1.00%		
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 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	McClellan High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	15	12	15	53	57	54	54	56	55
Math	3	5	4	49	51	51	50	50	50
Science	23	11	26	54	56	58	57	60	59
Social Science	17	8	22	46	47	50	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	McClellan High School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	*	*	*	14	*	*	*	*	
Math	*	*	*	*	*	*	*	*	
Science	*	*	*	*	*	*	*	*	
Social Science	36	*	*	23	*	*	*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	CJUSD	McClellan High School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	54	15	18	7	*	15	*	*	
Math	51	4	5	*	*	5	*	*	
Science	58	26	31	*	*	27	*	*	
Social Science	50	22	25	14	*	20	*	*	

### 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; 68% of McClellan High School's tenth grade students who took the test passed the math portion of the exam and 79% 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.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	McClellan High School			CJUSD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	30	33	32	58	60	50	59	56	57
Math	21	45	32	54	64	63	56	58	60

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.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2012-13						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	50	25	25	37	47	16
All Students (School)	68	21	11	68	32	*
Male	54	31	15	62	38	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	67	20	13	63	38	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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

### 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.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
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			
	2010	2011	2012
Statewide Rank	**	**	**
Similar Schools Rank	**	**	**

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	12	-6	112
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	*	*	*

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	MHS		CJUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	43	671	3,454	795	4,655,989	790
Students with Disabilities			492	631	527,476	615
Economically Disadvantaged	23	635	2,096	781	2,774,640	743
English Learners	6		663	750	1,482,316	721
African-Amer.	8		391	757	296,463	708
Amer. Indian or Alaskan Native	1		38	798	30,394	743
Asian	2		269	828	406,527	906
Filipino	1		110	868	121,054	867
Hisp. or Latino	10		743	749	2,438,951	744
Multi-Racial			127	790		
Pacific Islander			40	746	25,351	774
Caucasian	21	652	1,736	814	1,200,127	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

### 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 2012-13 AYP cycle, high schools must achieve a 88.9% or higher proficiency rate in English/Language Arts and 88.7% 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 770 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 2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Indicator	MHS	CJUSD
Overall Results	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	No	No
API Score	N/A	Yes
Graduation Rate	Yes	Yes

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 2012-13, McClellan High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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

Title I Program Improvement (PI) Status		
PI Status	MHS	CJUSD
Implementation Year	Not in PI	In PI
Year in PI	N/A	2011-2012
No. of Schools Currently in PI	N/A	Year 3
% of Schools Currently Identified for PI		4
		44.4%

## 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

### 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 and 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:

- Blacktop installed in dirt area for PE
- Replacement of multipurpose room HVAC units due to vandalism (2013-14)
- Paint trim and doors (2013-14)
- Re-roof portable (2013-14)

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

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

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 2012-13 school year, McClellan High School received \$42,975 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 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 Monday, November 04, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Monday, November 04, 2013			
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; B5 - Door handle hangs up; Cafeteria & MP Room - Cafeteria windows (9) have BB holes.
(4)	C11 - Ceiling tiles broken, wall needs paint; A Wing 2 - Ceiling tiles have stains; B Wing 3, B4 - Holes in ceiling tiles; C7 - Ceiling tiles damaged; C10 - Carpet has bleached spots.
(6)	Portable - Broken window; Admin. - End wall has holes in back; Cafeteria & MP Room - door NE could use some work.



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, campus monitor, and custodian monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, teachers, the campus monitor, and the custodian 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 will be reviewed, updated, and discussed with school staff in January 2014.

## 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		
	10-11	11-12	12-13
Suspensions (#)	212	185	144
Suspensions (%)	194.50 %	177.88 %	138.46 %
Expulsions (#)	2	3	0
Expulsions (%)	1.83 %	2.88 %	0.00 %
	CJUSD High Schools		
Suspensions (#)	385	305	225
Suspensions (%)	22.67 %	18.89 %	14.24 %
Expulsions (#)	13	22	16
Expulsions (%)	0.77 %	1.36 %	1.01 %

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	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	*
Subject	Avg. Class Size	2012-13		
		Number of Classrooms		
		1-22	23-32	33+
English	13.0	3	4	*
Math	16.0	3	3	*
Science	13.0	2	2	*
Social Science	11.0	6	3	*

### 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, and CAHSEE prep classes. 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, 2011-12 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 at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	MHS		
	09-10	10-11	11-12
Dropout Rate	16.1%	16.7%	11.2%
Graduation Rate	78.1%	80.1%	83.5%
	CJUSD		
	09-10	10-11	11-12
Dropout Rate	4.1%	16.7%	11.2%
Graduation Rate	87.7%	80.1%	83.5%
	California		
	09-10	10-11	11-12
Dropout Rate	16.6%	14.7%	13.1%
Graduation Rate	74.7%	77.1%	78.7%

### 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* 2011-12**		
McClellan High School	CJUSD	California
N/A	N/A	78.7 %

\* 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



Completion of High School Graduation Requirements for the Graduating Class of: 2012			
Group	MHS	CJUSD	State
All Students	79.2%	87.3%	84.4%
African-Amer.	13.2%	14.7%	5.7%
Amer. Indian or Alaskan Native	1.9%	0.7%	0.6%
Asian	5.7%	9.5%	8.4%
Filipino	-	1.2%	2.6%
Hispanic or Latino	7.5%	15.2%	39%
Pacific Islander	-	1.5%	0.5%
Caucasian	37.7%	41.9%	25.8%
Multi-Racial	1.9%	0.2%	1.4%
English Learners	9.4%	10%	18.8%
Economically Disadvantaged	49.1%	48.1%	6.4%
Students with Disabilities	3.8%	8.2%	43.9%

## 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 2012-13 school year, McClellan High School held staff development devoted to:

- Data Analysis
- Instructional Strategies

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

During the 2012-13 school year, McClellan High School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core English Language Arts

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		
2010-11	2011-12	2012-13
3	1	2

### 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 18, 2013, 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 #4/2013-14 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 2013-14 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	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	Houghton Mifflin, <i>US History - The American Pageant</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2008	Pearson AGS Globe, <i>World History</i>	0 %
2006	Prentice Hall, <i>Government</i>	0 %
<b>Language Arts</b>		
2009	Hampton Brown, <i>High Point (Reading Intervention)</i>	0 %
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
<b>Math</b>		
2008	CPM Educational Program, <i>Basic 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	Houghton Mifflin, <i>Larson &amp; Hostetler's Pre-Calculus</i>	0 %
2008	Key Curriculum Press, <i>Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
<b>Science</b>		
2008	AGS, <i>Biology - Cycles of Life</i>	0 %
2008	AGS, <i>Earth Science</i>	0 %
2008	AGS, <i>Physical Science</i>	0 %
2008	McGraw Hill, <i>Hole's Essentials Human Anatomy &amp; Physiology</i>	0 %
2008	McGraw Hill/Glencoe, <i>BSCS Biology - A Molecular Approach</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 2011-12*	
Students enrolled in courses required for UC/CSU admission	9.2
Graduates who completed all courses required for UC/CSU admission	N/A

\*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. 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.

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. ROP courses are offered in partnership with both Sacramento and Placer County Office of Education.

Individual student assessment of work readiness skills takes place through end of course exams and completion of course-required projects.

## 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) 2012-13		
	No. of Staff	FTE
Counselor	1	0.5

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2012-13 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 2012-13		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
McClellan High School	78.8 %	21.2 %
<b>District Totals</b>		
All Schools	97.9 %	2.1 %
High-Poverty	97.9 %	2.1 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	MHS			CJUSD
	10-11	11-12	12-13	12-13
Total Teachers	5	5	5	189
Teachers with full credentials	5	5	5	189
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	2
Total teacher misassignments	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	MHS 13-14	CJUSD 13-14
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)



Salary Comparison 2011-12		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,317	\$38,578
Mid-Range Teacher Salary	\$58,192	\$59,799
Highest Teacher Salary	\$74,386	\$78,044
Superintendent Salary	\$145,902	\$150,595
<b>Average Principal Salaries:</b>		
High School	\$107,521	\$106,787
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2011-12 school year, Center Joint Unified School District spent an average of \$7,429 of total general funds to educate each student (based on 2011-12 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- 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
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	MHS	CJUSD			
ADA*	91	N/A	N/A	N/A	N/A
Total**	\$3,640	N/A	N/A	N/A	N/A
Restr.†	\$2,982	N/A	N/A	N/A	N/A
Unrestr.††	\$658	\$4,116	15.99	\$5,537	11.89
Avg. Teacher Salary	\$66,938	\$68,373	97.90	\$63,166	105.97

\* 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 November 2013.

# 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

## 2012-13 School Accountability Report Card *Published January 2014*

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

### Website Address

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

### 2013-14 Board of Trustees

Nancy Anderson

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### District Administration

Scott Loehr  
Superintendent

Craig Deason  
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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, 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 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 2012-13 school year, 700 students were enrolled, including 14% in special education, 17% qualifying for English Language Learner support, and 65% qualifying for free or reduced price lunch. Wilson C. Riles Middle School achieved a 2013 Academic Performance Index (API) score of 825.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	11.20%	Grade 7	329
Amer. Indian or Alaskan Native	1.40%	Grade 8	371
Asian	8.10%		
Filipino	3.30%		
Hisp. or Latino	20.50%		
Pacific Islander	1.10%		
Caucasian	51.70%		
Multi-Racial	2.70%		
Total Enrollment			700



## 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 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Wilson C. Riles Middle School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	54	57	58	53	57	54	54	56	55
Math	40	47	51	49	51	51	50	50	50
Science	66	68	78	54	56	58	57	60	59
Social Science	47	53	68	46	47	50	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	Wilson C. Riles Middle School								
	African-Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	52	*	64	61	77	45	70	*	
Math	40	*	68	52	73	45	45	*	
Science	59	*	75	85	*	66	*	*	
Social Science	54	*	58	75	*	59	45	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	Wilson C. Riles Middle School								
	CJUSD	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	54	58	54	62	15	53	42	*	
Math	51	51	54	48	24	48	24	*	
Science	58	78	81	76	21	75	70	*	
Social Science	50	68	69	68	5	65	29	*	

### 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 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Seventh	18.9%	22.4%	13.2%

### 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			
	2010	2011	2012
Statewide Rank	5	5	6
Similar Schools Rank	3	6	7

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



Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	18	15	21
African-Amer.	48	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-6	5	45
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	24	20	10
Students with Disabilities	44	33	3
Economically Disadvantaged	19	19	26
English Learners	*	*	-5

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
	WCRM		CJUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	649	825	3,454	795	4,655,989	790
Students with Disabilities	99	652	492	631	527,476	615
Economically Disadvantaged	414	804	2,096	781	2,774,640	743
English Learners	106	738	663	750	1,482,316	721
African-Amer.	68	787	391	757	296,463	708
Amer. Indian or Alaskan Native	10		38	798	30,394	743
Asian	53	888	269	828	406,527	906
Filipino	21	929	110	868	121,054	867
Hisp. or Latino	128	784	743	749	2,438,951	744
Multi-Racial	18	829	127	790		
Pacific Islander	8		40	746	25,351	774
Caucasian	343	832	1,736	814	1,200,127	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

### 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 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 0% or above participation rate on the CST and obtaining an API growth score of 770 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 2012-13		
Did the school and district meet or exceed 2013 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	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	Yes

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 2012-13, 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		
PI Status	WCRM	CJUSD
	In PI	In PI
Implementation Year	2011-2012	2011-2012
Year in PI	Year 3	Year 3
No. of Schools Currently in PI		4
% of Schools Currently Identified for PI		44.4%

### 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, the 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  
PBIS Committee

#### School Activities

Athletic Events  
Back to School Night  
Canned Food Drive  
8th Grade Dance at Sacramento State  
Fall / Spring Drama Performances  
Fall / Spring Music Performances  
Fundraising  
Honor Roll Breakfast  
Movie Night  
Open House  
Pennies for Patients  
Performing Arts Nights  
PTA Family Nights  
PTA Jog-A-Thon  
Riles Open Tours  
Staff Appreciation  
Student Performances

## 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 and 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 of all exterior doors, posts, stairwells and gates
- Completion of new school garden
- Refinish gym floor and install new logo on the floor
- Installation of two new security cameras in the main office

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
- Kitchen cleaning
- Library cleaning
- Multipurpose room cleaning

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

Campus Description	
Year Built	2005
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	28
Portable Classrooms	37
Restrooms (sets)	7
Library	1
Art Rooms	2
Computer Labs	2
Gymnasium	1
Multipurpose Room	1
Music Room	1
Staff Lounge	1
Staff Workroom	1

#### Deferred Maintenance

Wilson C. Riles Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2012-13 school year, Wilson C. Riles Middle School received \$22,863 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Heating/Air Conditioning Systems
- Electrical 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 Tuesday, October 29, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.



School Facility Good Repair Status Most Recent Inspection: Tuesday, October 29, 2013			
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)	300 Building - 322 back lock sticking.
(7)	400 Building - Book rooms very cluttered.
(8)	Administration - Parking lot lights burned out; 200 Building - Kitchen ansul system needs rewiring; 300 Building - West transformer humming.

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 January 2013.

### 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		
	10-11	11-12	12-13
Suspensions (#)	241	185	120
Suspensions (%)	21.95 %	25.73 %	17.14 %
Expulsions (#)	7	1	4
Expulsions (%)	0.64 %	0.14 %	0.57 %
	CJUSD Middle Schools		
	10-11	11-12	12-13
Suspensions (#)	241	185	120
Suspensions (%)	21.95 %	25.73 %	16.35 %
Expulsions (#)	7	1	4
Expulsions (%)	0.64 %	0.14 %	0.54 %

*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	2010-11		
		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	Avg. Class Size	2011-12		
		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
Subject	Avg. Class Size	2012-13		
		Number of Classrooms		
		1-22	23-32	33+
English	23.0	15	11	8
Math	24.0	13	13	6
Science	28.0	2	23	•
Social Science	29.0	3	13	8

## 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 2012-13 school year, Wilson C. Riles Middle School held staff development devoted to:

- Academic Vocabulary
- California Common Core State Standards
- High Quality First Instruction
- SBAC (Testing)

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 2012-13 school year, Wilson C. Riles Middle School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core English Language Arts

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		
2010-11	2011-12	2012-13
3	1	2

### 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 18, 2013, 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 #4/2013-14 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 2013-14 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>		
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
<b>Math</b>		
2008	CPM Educational Program, <i>Algebra Connections</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Mathematics: Concepts, Skills &amp; Problem Solving</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) 2012-13		
	No. of Staff	FTE
Counselor	1	1.0
Campus Monitor	2	1.5
Counseling Intern	1	0.6
Health Clerk	1	0.6
Library Technician	1	1.0
Nurse	1	*
Psychologist	1	0.8
Speech Therapist	1	0.5

\* as needed

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2012-13 school year, Wilson C. Riles Middle School had 30 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 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Wilson C. Riles Middle School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	97.9 %	2.1 %
High-Poverty	97.9 %	2.1 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	WCRM			CJUSD
	10-11	11-12	12-13	12-13
Total Teachers	43	24	30	189
Teachers with full credentials	43	24	30	189
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	1	0	0	2
Total teacher misassignments	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	WCRM	CJUSD
	13-14	13-14
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,317	\$38,578
Mid-Range Teacher Salary	\$58,192	\$59,799
Highest Teacher Salary	\$74,386	\$78,044
Superintendent Salary	\$145,902	\$150,595
<b>Average Principal Salaries:</b>		
Middle School	\$95,454	\$98,080
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2011-12 school year, Center Joint Unified School District spent an average of \$7,429 of total general funds to educate each student (based on 2011-12 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 [cde.ca.gov/ds/fd/ec/](http://cde.ca.gov/ds/fd/ec/) and [cde.ca.gov/ds/fd/cs/](http://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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- 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
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	WCRM	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	702	N/A	N/A	N/A	N/A
Total**	\$5,837	N/A	N/A	N/A	N/A
Restr.†	\$1,770	N/A	N/A	N/A	N/A
Unrestr.††	\$4,067	\$4,116	98.82	\$5,537	73.45
Avg. Teacher Salary	\$67,251	\$68,373	98.36	\$63,166	106.47

\* 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 November 2013.

# 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

## 2012-13 School Accountability Report Card *Published January 2014*

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

### Website Address

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

### 2013-14 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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District Expenditures  
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## Principal's Message

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

Spinelli Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff 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 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 traditional calendar. At the beginning of the 2012-13 school year, 367 students were enrolled, including 28% in special education, 26% qualifying for English Language Learner support, and 74% qualifying for free or reduced price lunch. Spinelli Elementary School achieved a 2013 Academic Performance Index (API) score of 804.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	8.40%	Kindergarten	47
Amer. Indian or Alaskan Native	1.10%	Grade 1	33
Asian	13.10%	Grade 2	58
Filipino	0.50%	Grade 3	54
Hisp. or Latino	29.40%	Grade 4	48
Pacific Islander	1.40%	Grade 5	63
Caucasian	42.50%	Grade 6	64
Multi-Racial	3.00%		
Total Enrollment			367



## 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 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Spinelli Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	56	54	53	53	57	54	54	56	55
Math	69	60	58	49	51	51	50	50	50
Science	63	42	55	54	56	58	57	60	59
Social Science				46	47	50	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	Spinelli Elementary School							
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Cauca- sian	Hisp. or Filipino	Latino	Multi- Racial	Pacific Islander
Language Arts	48	*	67	55	*	50	62	*
Math	44	*	83	60	*	56	85	*
Science	*	*	*	85	*	33	*	*
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	CJUSD	Spinelli Elementary School						
	All	All	Male	Female	English Learners	Econo- mically Dis- advan- taged	Students with Dis- abilities	Migrant Educ.
Lang. Arts	54	53	50	55	43	54	52	*
Math	51	58	59	57	53	57	57	*
Science	58	58	67	48	*	56	*	*
Social Science	50							

### Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	16.7%	25.8%	10.6%

### 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			
	2010	2011	2012
Statewide Rank	7	7	5
Similar Schools Rank	9	10	8

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



Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	9	-33	-1
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	0	-6
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	3	-43	0
Other Subgroups			
Students with Disabilities	*	*	-17
Economically Disadvantaged	4	-31	6
English Learners	26	-28	-4

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	SES		CJUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	263	804	3,454	795	4,655,989	790
Students with Disabilities	83	755	492	631	527,476	615
Economically Disadvantaged	188	805	2,096	781	2,774,640	743
English Learners	76	797	663	750	1,482,316	721
African-Amer.	24	770	391	757	296,463	708
Amer. Indian or Alaskan Native	1		38	798	30,394	743
Asian	38	808	269	828	406,527	906
Filipino	2		110	868	121,054	867
Hisp. or Latino	78	804	743	749	2,438,951	744
Multi-Racial	10		127	790		
Pacific Islander	3		40	746	25,351	774
Caucasian	107	806	1,736	814	1,200,127	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

### 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 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 0% or above participation rate on the CST and obtaining an API growth score of 770 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 2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Indicator	SES	CJUSD
Overall Results	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	Yes

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 2012-13, 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		
	SES	CJUSD
PI Status	In PI	In PI
Implementation Year	2011-2012	2011-2012
Year in PI	Year 3	Year 3
No. of Schools Currently in PI		4
% of Schools Currently Identified for PI		44.4%

### 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, the 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 and 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 gutter on portables 29-33
- Replacement of roof in room 14
- Painting doors and trims
- Touch-up painting (Bond project)
- Installation of occupancy sensors in portables (2013-14)
- Replacement of sidewalk in front of portables 13-17 (2013-14)
- Seal-coat and stripe playground (2013-14)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians are assigned to Spinelli Elementary School and are responsible for:

- Classroom cleaning
- Groundskeeping
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Trash removal
- Kitchen 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 2012-13 school year, Spinelli Elementary School received \$31,731 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 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 Friday, October 25, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.



School Facility Good Repair Status Most Recent Inspection: Friday, October 25, 2013			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Multi Purpose - Holes in MP wall interior by door, storeroom door air louver broken loose; Room 9 - Front window has BB hole, door dragging; Room 13 - Door has holes; Room 17 - Window cracked; Room 32 - Handle old, door stains; Room 33, 35 - Window has BB holes, door drags.
(4)	Multi Purpose - Hole in wall where old clock was before; Room 9 - Ceiling tiles don't fit properly; Room 13 - Light diffuser missing; Room 14 - Light diffuser broken
(6)	Room 11 - Stained ceiling tiles; Room 12 - Ceiling tiles are bad; CDC 3 - Ramp is rusted; Room 15 - Ceiling tiles, light diffused; Room 17 - Bad rain gutter down spout, wall between buildings down; Room 18 - Ceiling tiles are missing; Room 28 - Outside wall under window cinder blocks moved; Room 29 - Siding has hole; Office Playground - Cracks in asphalt.
(8)	Room 18 (Adult RR) - Exhaust fan has bad bearing.
(14)	Room 16 - Storeroom.
(15)	Room 31 - Computer storeroom is messy clutter.

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

#### Rating Description

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

### Campus Supervision

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

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

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Spinelli Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2013.

### Classroom Environment

#### Discipline & Climate for Learning

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

Suspensions & Expulsions			
	SES		
	10-11	11-12	12-13
Suspensions (#)	35	47	49
Suspensions (%)	9.92 %	11.99 %	13.35 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	151	189	202
Suspensions (%)	6.67 %	7.61 %	8.21 %
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	2010-11		
		Number of Classrooms		
		1-20	21-32	33+
K	18.7	1	2	
1	16.8	4		
2	23.0		2	
3	18.7	2	1	
4	33.0			2
5	19.0	1	1	
Grade	Avg. Class Size	2011-12		
		Number of Classrooms		
		1-20	21-32	33+
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	
6	22.0	1	1	
Grade	Avg. Class Size	2012-13		
		Number of Classrooms		
		1-20	21-32	33+
K	10.0	3	1	
1	11.0	2	1	
2	15.0	3	1	
3	11.0	4	1	
4	11.0	4	1	
5	11.0	5	1	
6	13.0	3	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 2012-13 school year, Spinelli Elementary School held staff development devoted to:

- Step Up to Writing Training
- Depth and Complexity
- Build Academic Vocabulary
- Safe School Disaster Training
- High Quality First Instruction Training
- Introduction to Common Core

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 2012-13 school year, Spinelli Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core English Language Arts

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		
2010-11	2011-12	2012-13
3	1	2

### 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 18, 2013, 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 #4/2013-14 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 2013-14 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 Development</b>		
2008	Hampton Brown, <i>High Point</i>	0 %
<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

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) 2012-13		
	No. of Staff	FTE
Counselor	0	0
Speech Therapist	3	2.1
Health Aide	1	*
Library Technician	1	0.7
Nurse	1	*
Psychologist	1	0.4

\* as needed

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2012-13 school year, Spinelli Elementary School had 18 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Spinelli Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	97.9 %	2.1 %
High-Poverty	97.9 %	2.1 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	SES			CJUSD
	10-11	11-12	12-13	12-13
Total Teachers	17	16	18	189
Teachers with full credentials	17	16	18	189
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	2
Total teacher misassignments	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	SES 13-14	CJUSD 13-14
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)



Salary Comparison 2011-12		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,317	\$38,578
Mid-Range Teacher Salary	\$58,192	\$59,799
Highest Teacher Salary	\$74,386	\$78,044
Superintendent Salary	\$145,902	\$150,595
<b>Average Principal Salaries:</b>		
Elementary School	\$90,889	\$95,442
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2011-12 school year, Center Joint Unified School District spent an average of \$7,429 of total general funds to educate each student (based on 2011-12 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- 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
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	SES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	366	N/A	N/A	N/A	N/A
Total**	\$8,450	N/A	N/A	N/A	N/A
Restr.†	\$4,685	N/A	N/A	N/A	N/A
Unrestr.††	\$3,764	\$4,116	91.47	\$5,537	67.99
Avg. Teacher Salary	\$65,357	\$68,373	95.59	\$63,166	103.47

\* 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 November 2013.



Center Joint Unified School District  
**Oak Hill Elementary School**

Grades K through 6  
Patty Spore, Principal



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**2012-13 School Accountability Report Card**  
*Published January 2014*

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

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

**2013-14  
Board of Trustees**

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Jeremy Hunt

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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 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 receive a standards-based, challenging curriculum by dedicated professional staff 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 traditional calendar. At the beginning of the 2012-13 school year, 795 students were enrolled, including 7% in special education, 23% qualifying for English Language Learner support, and 53% qualifying for free or reduced price lunch. Oak Hill Elementary School achieved a 2013 Academic Performance Index (API) score of 820.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	12.50%	Kindergarten	106
Amer. Indian or Alaskan Native	0.60%	Grade 1	115
Asian	6.30%	Grade 2	138
Filipino	3.30%	Grade 3	106
Hisp. or Latino	16.90%	Grade 4	123
Pacific Islander	1.10%	Grade 5	94
Caucasian	53.10%	Grade 6	113
Multi-Racial	6.30%		
Total Enrollment			795



## 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 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Oak Hill Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	63	66	55	53	57	54	54	56	55
Math	66	62	63	49	51	51	50	50	50
Science	63	51	64	54	56	58	57	60	59
Social Science				46	47	50	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	Oak Hill Elementary School							
	African-American	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	55	*	50	59	75	42	41	*
Math	58	*	59	70	65	45	48	*
Science	46	*	*	66	*	*	*	*
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	CJUSD	Oak Hill Elementary School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	54	55	48	61	34	46	37	*
Math	51	63	64	62	49	55	49	*
Science	58	64	64	65	*	47	*	*
Social Science	50							

### 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 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	9.7%	25.8%	51.6%

### 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			
	2010	2011	2012
Statewide Rank	8	7	7
Similar Schools Rank	9	9	7

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



Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	1	-7	-24
Ethnic Subgroups			
African-Amer.	24	12	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	8	-18	-17
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	3	-5	-14
English Learners	9	-11	-32

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	OHES		CJUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	544	820	3,454	795	4,655,989	790
Students with Disabilities	52	709	492	631	527,476	615
Economically Disadvantaged	293	800	2,096	781	2,774,640	743
English Learners	116	792	663	750	1,482,316	721
African-Amer.	74	805	391	757	296,463	708
Amer. Indian or Alaskan Native	4		38	798	30,394	743
Asian	38	816	269	828	406,527	906
Filipino	19	889	110	868	121,054	867
Hisp. or Latino	85	759	743	749	2,438,951	744
Multi-Racial	27	796	127	790		
Pacific Islander	7		40	746	25,351	774
Caucasian	290	838	1,736	814	1,200,127	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

### 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 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 0% or above participation rate on the CST and obtaining an API growth score of 770 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 2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Indicator	OHES	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	Yes

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 2012-13, 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 3
No. of Schools Currently in PI		4
% of Schools Currently Identified for PI		44.4%

### 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 the 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  
Science Night  
Spelling Bee  
Student Performances  
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 and 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:

- Upgrades to restroom counter
- Upgrades to door latches on portables
- Upgrades to library (new paint, tables, chairs and bookshelves)
- New mural in library
- Installation of projectors in every classroom
- Touch up painting (Bond project)
- Building of garden (2013-14)
- Replacement of carpet in Administrative Building (2013-14)
- Replacement of HVAC in multipurpose room (2013-14)

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
- Office area cleaning
- 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
- 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	14
Portable Classrooms	21
Restrooms (sets)	3
Auditorium	1
Multipurpose Room/Cafeteria	1
Resource Room(s)	1
Library	1
Computer Lab	1
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 2012-13 school year, Oak Hill Elementary School received \$7,472 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Heating/Air Conditioning Systems

#### Facilities Inspection

The district's maintenance department inspects Oak Hill Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Oak Hill Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 23, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.



School Facility Good Repair Status Most Recent Inspection: Wednesday, October 23, 2013			
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)	Trinidad Bay, Mission Bay, Oyster Cove - Door handle out of adjustment; Mission 1 - Closer shot; Computer Lab - Interior door handle doesn't spring.
(4)	San Francisco Bay - Sign missing; Monterey Bay - Light cover missing; Shasta - Ceiling tile missing in workroom, rain stains on exterior, signs faded and missing; Oyster Cove - Sign scratched up; Mission 1, 2, 3 4, 5, and 6 - Old carpet; Mission 4 - sagging ceiling tile; Mission 5 - Hole in wall by phone; Mission 6 - Ceiling tile doesn't fit; Tule Lake 1 - Light needs repair; Tule Lake 5 - Ceiling tile is missing; Abalone Cove - Ceiling tile broken; Tule 0 - Old carpet.
(6)	Tule Lake 1 - Furtex ripped.
(7)	Abalone Cove and MP - Exit light burned out.
(9)	Tule 0 - Ants.
(10)	Bedega Bay - Fountain dripping.
(15)	Tule Lake 1 and Tule Lake 3 - Storeroom.

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, an administrator and teachers 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 2013 and discussed with school staff in March 2013.

### 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		
	10-11	11-12	12-13
Suspensions (#)	36	56	50
Suspensions (%)	4.81 %	7.03 %	6.29 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD Elementary Schools		
	10-11	11-12	12-13
Suspensions (#)	151	189	202
Suspensions (%)	6.67 %	7.61 %	8.21 %
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	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	
Grade	Avg. Class Size	2012-13		
		Number of Classrooms		
		1-20	21-32	33+
K	27.0	1	3	
1	29.0	1	3	
2	28.0	1	4	
3	27.0	1	3	
4	29.0	2		3
5	24.0	2	1	1
6	23.0	2	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 2012-13 school year, Oak Hill Elementary School held staff development devoted to:

- Alignment of Curriculum to Common Core State Standards
- Data Analysis
- Differentiated Instruction
- Instructional Strategies
- Safety Training
- Teaching Strategies for Writing
- Writing 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. 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 2012-13 school year, Oak Hill Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core English Language Arts

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		
2010-11	2011-12	2012-13
3	1	2

### 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 18, 2013, 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 #4/2013-14 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 2013-14 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 Development</b>		
2008	Hampton Brown, <i>High Point</i>	0 %
<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) 2012-13		
	No. of Staff	FTE
Counselor	1	0.2
Librarian	2	1.5
Computer Lab Technician	1	0.5
Health Clerk	1	*
Nurse	1	*
Occupational Therapist	1	*
Psychologist	1	0.4
Speech Therapist	1	0.5

\* as needed

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2012-13 school year, Oak Hill Elementary School had 28 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 2012-13		
	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	97.9 %	2.1 %
High-Poverty	97.9 %	2.1 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	OHES			CJUSD
	10-11	11-12	12-13	12-13
Total Teachers	27	25	28	189
Teachers with full credentials	27	25	28	189
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	2
Total teacher misassignments	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	OHES 13-14	CJUSD 13-14
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)



Salary Comparison 2011-12		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,317	\$38,578
Mid-Range Teacher Salary	\$58,192	\$59,799
Highest Teacher Salary	\$74,386	\$78,044
Superintendent Salary	\$145,902	\$150,595
<b>Average Principal Salaries:</b>		
Elementary School	\$90,989	\$95,442
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2011-12 school year, Center Joint Unified School District spent an average of \$7,429 of total general funds to educate each student (based on 2011-12 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 [cde.ca.gov/ds/fd/ec/](http://cde.ca.gov/ds/fd/ec/) and [cde.ca.gov/ds/fd/cs/](http://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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I, Title II and Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation & Transportation: Special Education
- Vocational Programs
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	OHES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	768	N/A	N/A	N/A	N/A
Total**	\$4,126	N/A	N/A	N/A	N/A
Restr.†	\$437	N/A	N/A	N/A	N/A
Unrestr.††	\$3,689	\$4,116	89.64	\$5,537	66.62
Avg. Teacher Salary	\$70,742	\$68,373	103.46	\$63,166	111.99

\* 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 November 2013.



Center Joint Unified School District  
**North Country Elementary School**

Grades TK through 6  
Kathleen Lord, Principal



3901 Little Rock Drive  
Antelope, CA 95843-6231  
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**2012-13 School Accountability Report Card**  
*Published January 2014*

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

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

**2013-14  
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**

Welcome to North Country, a Franklin Covey Leader in Me 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 transitional kindergarten through six following a traditional calendar. At the beginning of the 2012-13 school year, 570 students were enrolled, including 9% in special education, 30% qualifying for English Language Learner support, and 67% qualifying for free or reduced price lunch. North Country Elementary School achieved a 2013 Academic Performance Index (API) score of 813.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	9.80%	Transitional Kindergarten	0
Amer. Indian or Alaskan Native	0.50%	Kindergarten	118
Asian	6.50%	Grade 1	99
Filipino	2.30%	Grade 2	66
Hisp. or Latino	26.80%	Grade 3	72
Pacific Islander	1.10%	Grade 4	72
Caucasian	44.10%	Grade 5	77
Multi-Racial	8.90%	Grade 6	66
Total Enrollment			570



## 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 website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
North County Elementary School		District		California					
10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12
58	63	56	53	54	57	54	56	44	43
64	60	56	49	51	51	58	57	59	59
Math									
Science									
Social									
Science									

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels									
North County Elementary School		Hispanic		Latino		Asian		Other	
Amer. Indian or Alaska Native	African American	Hispanic	Latino	Asian	Other	Hispanic	Latino	Asian	Other
43	43	43	43	43	43	43	43	43	43
34	34	34	34	34	34	34	34	34	34
Math									
Science									
Social									
Science									

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels									
North County Elementary School		English Learners		Economically Disadvantaged		Students with Disabilities		Migrant	
All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant	English Learners	Economically Disadvantaged	Students with Disabilities
54	54	59	38	54	42	42	54	59	38
51	56	53	60	46	55	39	51	56	53
58	56	60	50	56	56	56	58	56	60
Science							Science		
Social							Social		
Science							Science		

Physical Fitness Test Percentage of Students Meeting California Fitness Standards			
Grade Tested		Fifth	
Four of Six	Five of Six	Four of Six	Five of Six
14.1%	39.7%	29.5%	29.5%

**Physical Fitness**  
In the spring of each year, North County 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.

**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 schools' 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			
Statewide Rank		Similar Schools Rank	
2010	2011	2010	2011
6	6	7	9

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



Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	-29	13	-19
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-24	-23	-37
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-31	25	-13
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	-34	19	-8
English Learners	-27	7	21

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	NCES		CJUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	344	813	3,454	795	4,655,989	790
Students with Disabilities	45	684	492	631	527,476	615
Economically Disadvantaged	262	808	2,096	781	2,774,640	743
English Learners	105	816	663	750	1,482,316	721
African-Amer.	32	773	391	757	296,463	708
Amer. Indian or Alaskan Native	1		38	798	30,394	743
Asian	25	885	269	828	406,527	906
Filipino	10		110	868	121,054	867
Hisp. or Latino	83	750	743	749	2,438,951	744
Multi-Racial	24	811	127	790		
Pacific Islander	2		40	746	25,351	774
Caucasian	167	835	1,736	814	1,200,127	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

### 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 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 0% or above participation rate on the CST and obtaining an API growth score of 770 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 2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Indicator	NCES	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	Yes

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 2012-13, 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/tii/](http://www.cde.ca.gov/ta/ac/tii/).

Title I Program Improvement (PI) Status		
PI Status	NCES	CJUSD
Implementation Year	In PI	In PI
Year in PI	2012-2013	2011-2012
No. of Schools Currently in PI	Year 2	Year 3
% of Schools Currently Identified for PI		4
		44.4%

### 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, the 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/Silent Auction  
Geography Bee  
Title I Information Sessions  
Open House/Family Dinner

## **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 and 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 of siding
- Exterior painting projects
- Replacement of phone systems
- Installation of upgraded restroom counter
- Replacement of siding on pods
- Sidewalk leveling repairs throughout campus
- Touch up painting (Bond project)
- Installation of linoleum in nurses' room (2013-14)
- Replacement of linoleum in Pine 1 and 2 restrooms (2013-14)
- ADA improvements, asphalt repairs, and seal-coat parking lot (2013-14)
- Replacement of heat pump Sequoia #3 (2013-14)

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:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom 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 2012-13 school year, North Country Elementary School received \$28,766 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 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 Monday, November 04, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.



School Facility Good Repair Status Most Recent Inspection: Monday, November 04, 2013			
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 is missing; Laurel 1 - Old style door handle is worn out; CDC - Door sprung; Aspen 2 - Door closer shot; Cedar 3 - Closer worn out, door drags; Laurel 3 - Contractor's door handle; Maple 3 - Door sprung; Willow 3 - Door closer and hinge need work; Willow RR - Door handles starting to wear out.
(4)	Cottonwood 1 - Wall patched by door and dirty, sheetrock cracked under window and over door; Aspen 1 - Sheetrock cracked; Cedar 1 - Bad ceiling tiles; Kitchen - Linoleum worn; MP - Lights burned out; Willow Workroom - Patched wall needs paint, messy; Sequoia Workroom - Missing clock, messy; Cottonwood 2 - Front wall dirty, cracked sheetrock by window. Willow 2 - Photo eye for soffit lights; Cottonwood 3 - sheetrock cracked by window, door has holes from old closer
(6)	Administration - Outside soffit lights missing covers; Pine 1 - Light cover soffit; Pine 2 - Photo eye broken; CDC - Floor water damage; Maple 3 - Door sprung; Cypress 1 - Light cover missing on soffit; Willow 3 - light cover broken, new wall needs paint.
(8)	Pine 1, Cypress 5 - Photo eye broken; Cypress 3 - Photo eye for night lights broken; Willow 2 - Photo eye for soffit lights; Sequoia; Soffit light broken, photo eye;

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 2013.

### 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		
	10-11	11-12	12-13
Suspensions (#)	41	41	43
Suspensions (%)	8.15 %	7.24 %	7.54 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
CJUSD Elementary Schools			
Suspensions (#)	151	189	202
Suspensions (%)	6.67 %	7.61 %	8.21 %
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	2010-11 Number of Classrooms		
		1-20	21-32	33+
K	23.5		4	
1	22.0	3	1	
2	23.0		3	
3	21.0	5		
4	33.0		1	1
5	25.5	1	3	
Grade	Avg. Class Size	2011-12 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
Grade	Avg. Class Size	2012-13 Number of Classrooms		
		1-20	21-32	33+
K	30.0		4	
1	32.0		3	
2	33.0		1	1
3	24.0	1		2
4	32.0		2	
5	19.0	2	2	
6	22.0	1	3	

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at North Country Elementary School revolve around the California State Content Standards and Frameworks. During the 2012-13 school year, North Country Elementary School held staff development devoted to:

- Depth and Complexity (ELD)
- SDAIE Strategies

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

During the 2012-13 school year, North Country Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core English Language Arts

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		
2010-11	2011-12	2012-13
3	1	2

### 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 18, 2013, 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 #4/2013-14 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 2013-14 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 Development</b>		
2008	Hampton Brown, <i>High Point</i>	0 %
<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) 2012-13		
	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 2012-13 school year, North Country Elementary School had 21 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 2012-13		
	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	97.9 %	2.1 %
High-Poverty	97.9 %	2.1 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	NCES			CJUSD
	10-11	11-12	12-13	12-13
Total Teachers	18	19	21	189
Teachers with full credentials	18	19	21	189
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	2
Total teacher misassignments	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	NCES	CJUSD
	13-14	13-14
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,317	\$38,578
Mid-Range Teacher Salary	\$58,192	\$59,799
Highest Teacher Salary	\$74,386	\$78,044
Superintendent Salary	\$145,902	\$150,595
<b>Average Principal Salaries:</b>		
Elementary School	\$90,989	\$95,442
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2011-12 school year, Center Joint Unified School District spent an average of \$7,429 of total general funds to educate each student (based on 2011-12 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I, Title II and Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation & Transportation: Special Education
- Vocational Programs
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	NCES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	542	N/A	N/A	N/A	N/A
Total**	\$5,012	N/A	N/A	N/A	N/A
Restr.†	\$1,390	N/A	N/A	N/A	N/A
Unrestr.††	\$3,623	\$4,116	88.02	\$5,537	65.42
Avg. Teacher Salary	\$73,236	\$68,373	107.11	\$63,166	115.94

\* 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.

### Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2013.



# Center Joint Unified School District Global Youth Charter High School

Grades 6 through 12  
Doug Hughey, Principal



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Antelope, CA 95843  
PH: (916) 339-4680 FAX: (916) 339-4684

## 2012-13 School Accountability Report Card

Published January 2014

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

### Website Address

www.centerusd.org

### 2013-14 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'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 receive a standards-based, challenging curriculum by dedicated professional staff 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 six through twelve following a traditional calendar. At the beginning of the 2012-13 school year, 126 students were enrolled, including 7% in special education, 10% qualifying for English Language Learner support, and 69% qualifying for free or reduced price lunch. Global Youth Charter High School achieved a 2013 Academic Performance Index (API) score of 764.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	12.70%	Grade 6	12
Amer. Indian or Alaskan Native	0.80%	Grade 7	14
Asian	3.20%	Grade 8	20
Filipino	2.40%	Grade 9	25
Hisp. or Latino	31.00%	Grade 10	23
Pacific Islander	0.80%	Grade 11	16
Caucasian	47.60%	Grade 12	16
Multi-Racial	0.80%		
Total Enrollment			126



## 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 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Global Youth Charter High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	57	61	50	53	57	54	54	56	55
Math	7	9	22	49	51	51	50	50	50
Science	*	31	40	54	56	58	57	60	59
Social Science	33	69	54	46	47	50	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	Global Youth Charter High School								
	African-Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	*	*	*	63	*	40	*	*	
Math	*	*	*	35	*	13	*	*	
Science	*	*	*	57	*	31	*	*	
Social Science	*	*	*	69	*	39	*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	CJUSD	Global Youth Charter High School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	54	50	51	49	*	45	*	*	
Math	51	22	23	22	*	19	*	*	
Science	58	40	68	17	*	39	*	*	
Social Science	50	54	67	41	*	49	*	*	

### 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; 80% of Global Youth Charter 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.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Global Youth Charter High School			CJUSD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	81	53	45	58	60	50	59	56	57
Math	42	47	45	54	64	63	56	58	60

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.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2012-13						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	50	25	25	37	47	16
All Students (School)	55	20	25	55	40	5
Male	*	*	*	*	*	*
Female	50	25	25	67	33	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	57	29	14	57	36	7
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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

### 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 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 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 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Seventh	42.9%	7.1%	35.7%
Ninth	30%	20%	30%

### Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2010	2011	2012
Statewide Rank	5	6	5
Similar Schools Rank	N/A	*	*

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

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	27	10	3
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	*	*	*

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
	GYCHS		CJUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	94	764	3,454	795	4,655,989	790
Students with Disabilities	5		492	631	527,476	615
Economically Disadvantaged	64	749	2,096	781	2,774,640	743
English Learners	11	682	663	750	1,482,316	721
African-Amer.	9		391	757	296,463	708
Amer. Indian or Alaskan Native	1		38	798	30,394	743
Asian	4		269	828	406,527	906
Filipino	3		110	868	121,054	867
Hisp. or Latino	28	703	743	749	2,438,951	744
Multi-Racial	1		127	790		
Pacific Islander	1		40	746	25,351	774
Caucasian	47	806	1,736	814	1,200,127	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

### 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 2012-13 AYP cycle, high schools must achieve a 88.9% or higher proficiency rate in English/Language Arts and 88.7% 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 770 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 2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Indicator	GYCHS	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	Yes

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 2012-13, 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 3
No. of Schools Currently in PI		4
% of Schools Currently Identified for PI		44.4%

## 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, the school website, and Monday message emails in 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 and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Global Youth Charter High School and 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	3
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 2012-13 school year, Global Youth Charter High School received \$1,150 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Heating/Air Conditioning Systems

## Facilities Inspection

The district's maintenance department inspects Global Youth Charter High School on an annual basis in accordance with Education Code §17592.72(c)(1). Global Youth Charter High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 30, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 30, 2013			
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)	Room 27 and 26 - Heat pump vandalized, no compressor.
(3)	Room 34, 33, 32, 31, 27, 26, 25, 36, 38 - Window boarded up; MP Room - door hardware old; Room 25 - Fence cut open; Room 37 - Door has small dent from break-in attempt; Room 38 - Window cracked.
(4)	Room 50 - Ceiling tile stained, light cover is missing.
(6)	Room 33 - Fig tree growing between buildings; MP Room - Skylight cracked; Room 50 - Siding is rotting.
(8)	Room 43 - 2 light covers are missing in ceiling; Room 26, 27, 25 - 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 and custodian monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, office staff, and teachers 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 December 2013.

## 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		
	10-11	11-12	12-13
Suspensions (#)	0	4	5
Suspensions (%)	0.00 %	6.56 %	3.97 %
Expulsions (#)	0	0	1
Expulsions (%)	0.00 %	0.00 %	0.79 %
	CJUSD High Schools		
	10-11	11-12	12-13
Suspensions (#)	385	305	225
Suspensions (%)	22.67 %	18.89 %	14.24 %
Expulsions (#)	13	22	16
Expulsions (%)	0.77 %	1.36 %	1.01 %

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	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	*	*
Subject	Avg. Class Size	2012-13		
		Number of Classrooms		
		1-22	23-32	33+
English	17.0	4	2	*
Math	17.0	5	1	*
Science	18.0	4	1	*
Social Science	17.0	5	1	*

### Dropouts

Global Youth Charter High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, referral to an alternative high school setting, and before and after school computer lab access two times per week. 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, 2011-12 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		
	09-10	10-11	11-12
Dropout Rate	29.4%	13.3%	23.8%
Graduation Rate	64.7%	86.7%	76.2%
	CJUSD		
	09-10	10-11	11-12
Dropout Rate	4.1%	16.7%	11.2%
Graduation Rate	87.7%	80.1%	83.5%
	California		
	09-10	10-11	11-12
Dropout Rate	16.6%	14.7%	13.1%
Graduation Rate	74.7%	77.1%	78.7%

### 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* 2011-12**		
Global Youth Charter High School	CJUSD	California
N/A	N/A	78.7 %
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

Completion of High School Graduation Requirements for the Graduating Class of: 2012			
	GYCHS	CJUSD	State
All Students	92.9%	87.3%	84.4%
African-Amer.	21.4%	14.7%	5.7%
Amer. Indian or Alaskan Native	-	0.7%	0.6%
Asian	14.3%	9.5%	8.4%
Filipino	-	1.2%	2.6%
Hisp. or Latino	28.6%	15.2%	39%
Pacific Islander	-	1.5%	0.5%
Caucasian	28.6%	41.9%	25.8%
Multi-Racial	-	0.2%	1.4%
English Learners	-	10%	18.8%
Economically Disadvantaged	64.3%	48.1%	6.4%
Students with Disabilities	-	8.2%	43.9%

## 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 2012-13 school year, Global Youth Charter High School held staff development devoted to:

- Instructional Strategies
- WASC

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 2012-13 school year, Global Youth Charter High School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core English Language Arts

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		
2010-11	2011-12	2012-13
3	1	2

### 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 18, 2013, 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 #4/2013-14 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 2013-14 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 Development</b>		
2008	Hampton Brown, <i>High Point</i>	0 %
<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	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2006	Houghton Mifflin, <i>US History - The American Pageant</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 %
2008	Pearson AGS Globe, <i>World History</i>	0 %
2006	Prentice Hall, <i>Government</i>	0 %
<b>Language Arts</b>		
2009	Hampton Brown, <i>High Point (Reading Intervention)</i>	0 %
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>Algebra Connections</i>	0 %
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Mathematics: Concepts, Skills &amp; 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	Key Curriculum Press, <i>Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
<b>Science</b>		
2008	AGS, <i>Biology - Cycles of Life</i>	0 %
2008	AGS, <i>Earth Science</i>	0 %
2008	AGS, <i>Physical Science</i>	0 %
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2006	Holt, Rinehart and Winston, <i>Earth, Life and Physical Science</i>	0 %
2008	McGraw Hill, <i>Hole's Essentials Human Anatomy &amp; Physiology</i>	0 %
2008	McGraw Hill/Glencoe, <i>BSCS Biology - A Molecular Approach</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 2011-12*	
	%
Students enrolled in courses required for UC/CSU admission	33.9
Graduates who completed all courses required for UC/CSU admission	N/A

\*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 2012-13 school year.

### 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:

- Leadership Class
- AVID Courses

Individual student assessment of work readiness skills takes place through:

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

For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the teachers or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

## 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) 2012-13		
	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 2012-13 school year, Global Youth Charter High School had 6 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2012-13		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Global Youth Charter High School	0.0%	0.0%
<b>District Totals</b>		
All Schools	97.9 %	2.1 %
High-Poverty	97.9 %	2.1 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	GYCHS			CJUSD
	10-11	11-12	12-13	12-13
Total Teachers	4	5	6	189
Teachers with full credentials	4	5	6	189
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	2
Total teacher misassignments	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	GYCHS 13-14	CJUSD 13-14
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,317	\$38,578
Mid-Range Teacher Salary	\$58,192	\$59,799
Highest Teacher Salary	\$74,386	\$78,044
Superintendent Salary	\$145,902	\$150,595
<b>Average Principal Salaries:</b>		
High School	\$107,521	\$106,787
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2011-12 school year, Center Joint Unified School District spent an average of \$7,429 of total general funds to educate each student (based on 2011-12 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 [cde.ca.gov/ds/fd/ec/](http://cde.ca.gov/ds/fd/ec/) and [cde.ca.gov/ds/fd/cs/](http://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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- 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
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	GYCHS CJUSD		% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	60	N/A	N/A	N/A	N/A
Total**	\$7,448	N/A	N/A	N/A	N/A
Restr.†	\$196	N/A	N/A	N/A	N/A
Unrestr.††	\$7,253	\$4,116	176.23	\$5,537	130.98
Avg. Teacher Salary	\$48,902	\$68,373	71.52	\$63,166	77.42

\* 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 November 2013.



# Center Joint Unified School District Antelope View Charter School

Grades 9 through 12  
Doug Hughey, Principal



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## 2012-13 School Accountability Report Card *Published January 2014*

Center Joint Unified School District  
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## 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 nine through twelve following a traditional calendar. At the beginning of the 2012-13 school year, 54 students were enrolled, including 6% in special education, 2% qualifying for English Language Learner support, and 48% qualifying for free or reduced price lunch. Antelope View Charter School achieved a 2013 Academic Performance Index (API) score of 670.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	7.40%	Grade 9	6
Amer. Indian or Alaskan Native	1.90%	Grade 10	8
Asian	0.00%	Grade 11	14
Filipino	0.00%	Grade 12	26
Hisp. or Latino	16.70%		
Pacific Islander	1.90%		
Caucasian	72.20%		
Multi-Racial	0.00%		
Total Enrollment			54



## 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 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Antelope View Charter School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	43	50	39	53	57	54	54	56	55
Math	19	26	0	49	51	51	50	50	50
Science	38	32	0	54	56	58	57	60	59
Social Science	31	31	27	46	47	50	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	Antelope View Charter School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	*	*		38		*		*	
Math	*	*		*		*		*	
Science	*	*		*		*		*	
Social Science	*	*		25		*		*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13									
	CJUSD	Antelope View Charter School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	54	39	25	50	*	44	*	*	
Math	51	*	*	*	*	*	*	*	
Science	58	*	*	*	*	*	*	*	
Social Science	50	27	*	31	*	*	*	*	

### 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. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Antelope View Charter School			CJUSD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	41	39	*	58	60	50	59	56	57
Math	18	48	*	54	64	63	56	58	60

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.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2012-13						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	50	25	25	37	47	16
All Students (School)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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

### 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 Antelope View Charter School.



\* Fewer than 10 students were tested and results were not disclosed for privacy purposes  
Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Three Year Rank Comparison		Results	
2010	2011	2010-11	2011-12
2012	2011	2012-13	
Increase/Decrease in API Score			
Ethnic Subgroups			
African-Amer.		*	*
Amer. Indian or Alaskan		*	*
Native		*	*
Asian		*	*
Filipino		*	*
Hisp. or Latino		*	*
Multi-Racial		*	*
Pacific Islander		*	*
Caucasian		20	-4
Other Subgroups			
Students with Disabilities		*	*
Economically Disadvantaged		-31	*
English Learners		*	*
Schoolwide - All Students		-6	42
Results			-47

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

Academic Performance Index (API) Three Year Rank Comparison		Statewide Rank	
2010	2011	2010	2011
2012	2011	2012	2011
Similar Schools Rank		3	2
Similar Schools Rank		2	1

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  
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.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13		Grade Tested	
Number of Standards Met:		Four of Six	Five of Six
		Six of Six	Six of Six
		*	*

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

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2012-13		Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?	
AYP Indicator		AYCS	CJUSD
Overall Results		No	No
Language Arts		Yes	Yes
Math		Yes	Yes
Percent Proficient		Yes	No
Language Arts		Yes	No
Math		No	No
API Score		N/A	N/A
Graduation Rate		N/A	Yes

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/).

For the 2012-13 AYP cycle, high schools must achieve a 88.9% or higher proficiency rate in English/Language Arts and 88.7% 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 770 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

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.

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Academic Performance Index (API) Growth by Student Group		Group		No. of Students		No. of Growth		No. of Growth		No. of Growth	
AYCS		CJUSD		State		AYCS		CJUSD		State	
All Students		23		670		2		492		631	
Students with Disabilities		12		655		2,096		781		2,774,640	
Economically Disadvantaged		663		750		1,482,316		721		708	
English Learners		391		757		296,463		743		708	
African-Amer.		38		798		30,394		743		906	
Amer. Indian or Alaskan Native		269		828		406,527		906		867	
Asian		110		868		121,054		867		744	
Filipino		743		749		2,438,951		744		774	
Hisp. or Latino		2		127		790		746		814	
Multi-Racial		40		746		25,351		774		853	
Pacific Islander		19		632		1,736		814		1,200,127	
Caucasian		19		632		1,736		814		1,200,127	



## 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 2012-13, 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		
	AVCS	CJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year 3
No. of Schools Currently in PI		4
% of Schools Currently Identified for PI		44.4%

## 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.

Contact the school office at (916) 339-4690 for more information on how to become involved in your child's learning environment.

## 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 and 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 (2013-14)
- Seal-coat and stripe basketball courts (2013-14)
- Re-roof room 22 (2013-14)

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

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

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 2012-13 school year, Antelope View Charter School received \$14,651 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing
- Heating/Air Conditioning Systems

## Facilities Inspection

The district's maintenance department inspects Antelope View Charter School on an annual basis in accordance with Education Code §17592.72(c)(1). Antelope View Charter School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, November 01, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department.

During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, November 01, 2013			
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 4, 5, 10, 44, 45A and 45B - no room number; Room 4 - exterior walls need paint; Room 5 - Saggy drapes; Room 8, 13 - BB hole in window; Room 14 - Window glass has chunk out of it; Room 15 - Door handle worn out; Restroom by Room 6 - Girls' restroom louvers bent and gone, no signage.
(4)	Room 2 and 21 - Stained ceiling tile; Room 5 - Cracked drywall; Room 9 - Broken ceiling tile; Restroom by office - Girls' restroom floor needs painting.
(6)	Room 11 - Air vent grate missing in sidewalk; Room 22 and 23 - Peeling eve paint; Room 24 - Stained ceiling tile, eve peeling.
(8)	Administration - Electric pole NE no covers.
(13)	Field - No playground, track needs dragging.
(15)	Room 7 - Needs cleaning.



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. Students arrive as scheduled and are supervised by the teacher to which they are assigned.

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 December 2013.

## 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		
	10-11	11-12	12-13
Suspensions (#)	3	8	0
Suspensions (%)	1.97 %	6.20 %	0.00 %
Expulsions (#)	0	1	0
Expulsions (%)	0.00 %	0.78 %	0.00 %
	CJUSD High Schools		
	10-11	11-12	12-13
Suspensions (#)	385	305	225
Suspensions (%)	22.67 %	18.89 %	14.24 %
Expulsions (#)	13	22	16
Expulsions (%)	0.77 %	1.36 %	1.01 %

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	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	*
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	4.0	7	1	*
Math	7.0	5	*	*
Science	12.0	2	*	*
Social Science	20.0	2	1	*

### 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, adequate academic

progress, and concurrent classes. 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, 2011-12 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 at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	AVCS		
	09-10	10-11	11-12
Dropout Rate	41.4%	36.8%	0.0%
Graduation Rate	48.3%	60.5%	0.0%
	CJUSD		
	09-10	10-11	11-12
Dropout Rate	4.1%	16.7%	11.2%
Graduation Rate	87.7%	80.1%	83.5%
	California		
	09-10	10-11	11-12
Dropout Rate	16.6%	14.7%	13.1%
Graduation Rate	74.7%	77.1%	78.7%

### 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* 2011-12**		
Antelope View Charter School	CJUSD	California
N/A	N/A	78.7 %
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



Completion of High School Graduation Requirements for the Graduating Class of: 2012			
Group	AVCS	CJUSD	State
All Students	76.5%	87.3%	84.4%
African-Amer.	-	14.7%	5.7%
Amer. Indian or Alaskan Native	-	0.7%	0.6%
Asian	-	9.5%	8.4%
Filipino	-	1.2%	2.6%
Hisp. or Latino	17.6%	15.2%	39%
Pacific Islander	-	1.5%	0.5%
Caucasian	52.9%	41.9%	25.8%
Multi-Racial	-	0.2%	1.4%
English Learners	-	10%	18.8%
Economically Disadvantaged	35.3%	48.1%	6.4%
Students with Disabilities	-	8.2%	43.9%

## 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 2012-13 school year, Antelope View Charter School held staff development devoted to:

- Instructional Strategies
- WASC
- Common Core State Standards

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 every other Monday. 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 2012-13 school year, Antelope View Charter School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core English Language Arts

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		
2010-11	2011-12	2012-13
3	1	2

### 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 18, 2013, 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 #4/2013-14 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 2013-14 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	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	Houghton Mifflin, <i>US History - The American Pageant</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2008	Pearson AGS Globe, <i>World History</i>	0 %
2006	Prentice Hall, <i>Government</i>	0 %
<b>Language Arts</b>		
2009	Hampton Brown, <i>High Point (Reading Intervention)</i>	0 %
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	Houghton Mifflin, <i>Larson &amp; Hostetler's Pre-Calculus</i>	0 %
2008	Key Curriculum Press, <i>Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
<b>Science</b>		
2008	AGS, <i>Biology - Cycles of Life</i>	0 %
2008	AGS, <i>Earth Science</i>	0 %
2008	AGS, <i>Physical Science</i>	0 %
2008	McGraw Hill, <i>Hole's Essentials Human Anatomy &amp; Physiology</i>	0 %
2008	McGraw Hill/Glencoe, <i>BSCS Biology - A Molecular Approach</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 2011-12*	
	%
Students enrolled in courses required for UC/CSU admission	56.4
Graduates who completed all courses required for UC/CSU admission	N/A

\*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 2012-13 school year.

#### 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 Placer County Office of Education's 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) 2012-13		
	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	*
Speech Therapist	1	*

\* as needed

FTE = Full-Time Equivalent

#### Teacher Assignment

During the 2012-13 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 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Antelope View Charter School	0.0%	0.0%
<b>District Totals</b>		
All Schools	97.9 %	2.1 %
High-Poverty	97.9 %	2.1 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	AVCS			CJUSD
	10-11	11-12	12-13	12-13
Total Teachers	6	2	2	189
Teachers with full credentials	6	2	2	189
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	2
Total teacher misassignments	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	AVCS	CJUSD
	13-14	13-14
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,317	\$38,578
Mid-Range Teacher Salary	\$58,192	\$59,799
Highest Teacher Salary	\$74,386	\$78,044
Superintendent Salary	\$145,902	\$150,595
<b>Average Principal Salaries:</b>		
High School	\$107,521	\$106,787
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

#### Expenditures Per Student

For the 2011-12 school year, Center Joint Unified School District spent an average of \$7,429 of total general funds to educate each student (based on 2011-12 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Department of Rehabilitation
- 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
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
			State		
	AVCS	CJUSD	% Diff. School & Dist.	Same Size & Type	% Diff. School & State
ADA*	123	N/A	N/A	N/A	N/A
Total**	\$6,349	N/A	N/A	N/A	N/A
Restr.†	\$575	N/A	N/A	N/A	N/A
Unrestr.††	\$5,773	\$4,116	140.28	\$5,537	104.27
Avg. Teacher Salary	\$50,598	\$68,373	74.00	\$63,166	80.10

\* 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 November 2013.



# *Center Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** December 20, 2013

**Action Item** X

**To:** CUSD Board of Trustees

**Information Item**       

**From:** Mike Jordan

**# Attached Pages** 3

**Principal's Initials** moj

May 2 - 5, 2014

Guylene Gigi Tree is requesting the following:

- Music in the Parks Disneyland Marching Band, Choir and Guitar Music Competition May 2 - 5, 2014
- Round-trip motor coach transportation to and from Center High School and to and from Hotel to Music Competition
- Two night at Hotel in Anaheim:  
Fairfield Inn by Marriott – Anaheim Disneyland Resort  
1460 S. Harbor Boulevard, Anaheim, CA 92802 (714) 808-6914
- 2 all day park hopper passes for Disneyland
- Marching Band, Choir and Guitar competition

**CONSENT AGENDA**

**XIV-9**

## Explanation of student / parent numbers for Disneyland Anaheim Music Competition

- While our student participants will number approximately 60 students, we will have other family members in attendance many of whom will be extending their family vacation one or two additional days.
- We will be utilizing one charter bus which has a maximum capacity of 57 seats. I will be on the bus along with one chaperone, Mark Keyes. The students not traveling on our charter bus will be traveling in private automobiles with their parents and family members who are participating in the trip. While some of these autos will be following the bus, most will be traveling on their own time table and checking into the hotel upon arrival.

At present we have two adult chaperones that will be traveling with us and are registered with CUSD. We have 4 other adults who are in the process of obtaining the necessary paperwork with our district and will be able to attend as chaperones. The additional parents and grandparents who will be in attendance but not functioning in a supervisory role, will not be on the bus with the students, but in their private cars.

**RECOMMENDATION:** Center Unified School District Joint Trustees ratify trip to Disneyland for Music in the Parks Music Competition, May 2 – 5, 2014.



**Center High School Music Performance Competition  
Disneyland, Anaheim California Trip 2014  
Important Information and Trip Details**

**Dr. Tree –cell phone (916) 335-4353**

**Friday, May 2, 2014**

**07:00 am Meet**

**Center High School**

**3111 Center Court Lane, Antelope, CA 95843**

**Charter Company: All West Coachlines**

**(916) 423-4000**

You'll travel aboard a 48-passenger All West Coachlines bus. Your deluxe coach is full equipped with video monitors, air conditioning, reclining seats and full size baggage bays.

**3:00 pm Arrive**

**Fairfield Inn by Marriott – Anaheim Disneyland Resort**

**1460 S. Harbor Boulevard, Anaheim, CA 92802**

**(714) 808-6914**

USA Student Travel will have your group pre-registered. Please have one chaperone go to the front desk and pick up your room keys. Once your group has checked in, you are free to relax and enjoy the hotel facilities or head over to Disneyland.

**Enjoy**

**Disneyland Resort & California Adventure Park**

**Disneyland Park Hours: 9:00 am to 12:00 midnight**

**Disney's California Adventure Park Hours: 10:00 am to 10:00 pm**

**Saturday, May 3, 2014**

**07:00 am Depart**

**Fairfield Inn by Marriott – Anaheim Disneyland Resort**

**Arrive**

**Placentia Presbyterian Church**

**849 North Bradford Avenue, Placentia, CA 92870**

**08:00 am**

**Choir – Warm Up**

**08:20 am**

**Choir – Performance**

**08:30 am**

**Guitar –Warm Up**

**08:40 am**

**Guitar -Performance**

**Arrive**

**Valencia High School (*across the street from the Choir & Guitar Performance*)**

**500 North Bradford Avenue, Placentia, CA 92870**

**08:50 am**

**Marching Band – Warm Up**

**09:00 am**

**Marching Band – Performance**

**Return**

**Fairfield Inn by Marriott – Anaheim Disneyland Resort**

Enjoy

**Disneyland Resort & California Adventure Park**

Disneyland Park Hours: 8:00 am to 12:00 midnight

Disney's California Adventure Park Hours: 10:00 am to 10:00 pm

06:30 pm

Awards Ceremony and Disney Show –Disneyland Hyperion Theater in California Adventure Park.

**Sunday, May 4, 2014**

Morning

**Group will Load Luggage on the Bus**

Enjoy

**Disneyland Resort & California Adventure Park**

Disneyland Park Hours: 9:00 am to 12:00 midnight

Disney's California Adventure Park Hours: 10:00 am to 10:00 pm

11:30 pm Pick Up

**Disneyland Resort**

**Monday, May 5, 2013**

08:00 am Arrive

**Center High School**



## *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Family Resource Center (FRC)

**Date:** February 19, 2014

**To:** Board of Trustees

**From:** Alyson Collier

**Action Item** X

**Information Item**

**# Attached Pages:** 4

**Principal's Initials:** \_\_\_\_\_

**Subject:** Revised MOU with The Child Abuse Prevention Center (CAPC) for AmeriCorps Services.

This MOU was submitted as part of a federal grant application for adult education services. It extends the existing AmeriCorps services provided to foster youth in grades 9-12 to foster or former foster youth through age 21 who are enrolled in Center Adult School.

This MOU needs approval by the board prior to acceptance of the grant funding should it be awarded.

**Recommend:** Approve

CONSENT AGENDA

**MEMORANDUM OF UNDERSTANDING**  
**CENTER JOINT UNIFIED SCHOOL DISTRICT**  
**3401 Scotland Drive**  
**Antelope, CA 95843**

**and the**

**CHILD ABUSE PREVENTION COUNCIL OF SACRAMENTO, INC.**  
**4700 Roseville Road**  
**North Highlands, CA 95660**

This Memorandum of Understanding (MOU) is between Center Joint Unified School District (hereinafter referred to as CJUSD) and the Child Abuse Prevention Council of Sacramento, Inc. (hereinafter referred to as CAPC) who enter into this agreement to extend existing support services for foster youth in the Youth Investment Center Initiative (hereinafter referred to as YIC) to foster youth and former foster youth age eighteen through twenty-one. The YIC program utilizes AmeriCorps in order to provide AmeriCorps Members to Center Joint Unified School District. YIC focuses on positive outcomes for foster youth, by providing academic support, mentoring, like skills training, and case management support.

It is expressly understood and agreed by all participants as follows:

**I. Purpose**

The purpose of this MOU is to extend the formal working relationship between the Child Abuse Prevention Council of Sacramento, Inc. and Center Joint Unified School District and to set forth the operative conditions which will govern this partnership. This MOU will provide and coordinate AmeriCorps membership as part of the Youth Investment Center and CJUSD. Participation in this partnership will allow CJUSD to provide AmeriCorps services to foster youth and former foster youth age 18-21 who are enrolled in Center Adult School, the adult education program of CJUSD.

**II. Description of Program Services**

An equivalent of 1 – 1700 and 1 - 900 hour AmeriCorps members, recruited from the community, will extend the performance of their national service in the YIC program and serve their communities by strengthening transition age foster youth and former foster youth through support services in school-based or community-based organizations. The shared goal of YIC and CJUSD is to improve academic performance and increase self-sufficiency of foster youth in preparation for adulthood. Services are to be culturally-competent and coordinated with other services. AmeriCorps members serving in the program will perform national service to:

- Prepare foster youth for their transition towards a successful adulthood;
- Strengthen support to foster youth by enhancing the range and depth of services provided in and by the different user sites; and
- Build stronger community linkages to efforts to support foster youth, including commencing and sustaining mentoring matches for foster youth.



The services will include: academic support activities (i.e. homework assistance), mentoring activities, case management (i.e. home visits), and life skills workshops in the domains of communication, daily living, home life, housing and money management, self care, social relationships, work life, career planning, and work and study skills. Additional services may include referrals and access to basic needs.

Members will begin service on or after October 1, 2013. The length of service is 1700 hours or 900 hours per year per AmeriCorps member.

### **III. AmeriCorps Recruitment**

AmeriCorps programs statewide recruit individuals who want to commit time in one year to serving their community. AmeriCorps members serve terms of 1700 hours or 900 hours for up to twelve months. Members may serve no more than four terms. The program develops community leadership, strengthens the relationships between communities and service agencies and increases community participation. In return for their service, AmeriCorps members receive:

- Child care for their children under 13 years of age, if income eligible;
- An educational award of \$5,550 for each 1700 hour term of service and \$2,775 for each 900 hour term of service not to exceed the equivalent of two full time education awards;
- Skill/career development and training for up to 20% of their service hours;
- Health and medical benefits; and
- A living allowance.

### **IV. Responsibilities:**

#### **A. Child Abuse Prevention Council will, as previously agreed:**

- Provide a maximum of \$9,530 per each 1700 hour term and \$5,052 per each 900 hour term of service. Term of service for a 1700 hour member shall not exceed 12 months. Term of service for a 900 hour member will be determined by CJUSD and not exceed 12 months.
- Invoice CJUSD on a quarterly basis for CJUSD's match of AmeriCorps member expenses.
- As the employer of record, CAPC shall obtain Workers' Compensation insurance for CJUSD's AmeriCorps members.
- Develop common confidentiality guidelines to share information between CJUSD and YIC and the AmeriCorps members to the extent permitted by the California Education Code and the Welfare and institutions Codes governing client confidentiality.
- Develop AmeriCorps member position descriptions that provide for meaningful service activities and performance criteria that are appropriate to the skill level of AmeriCorps members.
- Conduct criminal background checks on potential AmeriCorps members meeting the Corporation for National and Community Service AmeriCorps Provisions.
- Provide training sessions for each AmeriCorps member.

- Conduct training conferences and coordinate monthly meetings for AmeriCorps supervisors.
- Provide AmeriCorps administration support to AmeriCorps supervisors and members.
- Conduct enrollment and provide orientation to AmeriCorps members.
- Ensure the fiscal administration of all funding from the Corporation for National and Community Service, collection and distribution of funds and peripheral services and benefits for each AmeriCorps member.
- Coordinate the collection, analysis and reporting of YIC program data per mutual agreement with the YIC partners and program evaluator. CAPC will submit evaluation reports in compliance with AmeriCorps requirements.

**B. Center Joint Unified School District will, as previously agreed:**

- Provide a maximum of \$17,885 for each 1700 and \$6,635 for each 900 hour AmeriCorps member from unrestricted school district funds.
- Recruit AmeriCorps members from the community, as often as is possible, from within the geographic area where they will serve. Members will provide service to foster youth residing in Sacramento County.
- Recruit and enroll AmeriCorps members to begin their term of service on or after October 1, 2013. Members' terms of service must be completed by September 30, 2014.
- Adhere to Corporation for National and Community Service AmeriCorps member policies as outlined annually in the CAPC AmeriCorps Program Manual.
- Adhere to 2013/14 AmeriCorps Provisions, incorporated into this MOU by reference and obtainable at:  
[http://www.americorps.gov/for\\_organizations/manage/index.asp](http://www.americorps.gov/for_organizations/manage/index.asp)
- Adhere to 45 CFR Chapter XXV, Sections 2520 – 2550, incorporated into this MOU by reference and obtainable at:  
[http://www.americorps.gov/pdf/45CFR\\_chapterXXV.pdf](http://www.americorps.gov/pdf/45CFR_chapterXXV.pdf)
- Ensure that members attend a CAPC AmeriCorps Orientation within the first 30 days of service.
- Ensure attendance of AmeriCorps members at all YIC CAPC AmeriCorps trainings.
- Provide training to AmeriCorps members regarding service responsibilities as described in the AmeriCorps Position Description.
- Complete a written initial assessment and conduct a midterm and end-of-term written performance evaluation for each AmeriCorps member at partner site. Assessments and Performance Evaluations must be forwarded to CAPC.
- Develop common confidentiality guidelines to share information between the CJUSD and YIC and the AmeriCorps members to the extent permitted by the California Education Code and the Welfare and Institutions Codes governing client confidentiality.
- Attend supervisor conferences and monthly meetings.
- Provide daily direction and weekly supervision for AmeriCorps members.



- Provide office space and necessary office support.
- Collect and provide to CAPC and the YIC program evaluator data per mutual agreement to be included in quarterly evaluation reports.
- Assist with transportation to transition related activities funded through WIA grant funds.

**V. Terms**

This Memorandum of Understanding will operate from the date of signatures through September 30, 2014. This MOU may be terminated if funding from the Corporation for National and Community Service is decreased or not awarded.

**VI. Termination Clause**

Either party may terminate this Memorandum of Understanding in sixty (60) days of providing written notice of intention to terminate the agreement.

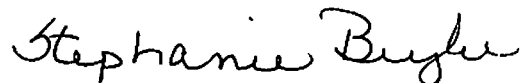
**VII. Indemnification**

Center Joint Unified School District agrees to indemnify, defend and hold harmless CAPC, 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.

CAPC agrees to indemnify, defend and hold harmless Center Joint Unified School District, 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 CAPC. It is understood that such indemnity shall survive the termination of the Agreement.



Scott Loehr  
Superintendent  
Center Joint Unified School District




Stephanie Biegler  
Director  
Child Abuse Prevention Council of  
Sacramento, Inc.

Date 1/24/14

Date 1-22-14

AGENDA ITEM # XIV- 11

*Center Joint Unified School District*

AGENDA REQUEST FOR:	
Dept./Site: Wilson C. Riles Middle School	
Date: January 23, 2014	Action Item <u>    </u>
To: Board of Trustees	Information Item <u>X</u>
From: Joyce Frisch, Principal	# Attached Pages <u>46</u>
Administrator's Initials: 	

<p><b>SUBJECT: Approval for Single Plan For Student Achievement</b></p> <p>The Single Plan for Student Achievement for Riles Middle School outlines programs, funding sources, data and goals related to student achievement. The Plan was presented to our PTA/SSC on January 22, 2014.</p> <p><b>Recommendation: Please approve the Single Plan for Student Achievement for Wilson C. Riles Middle School.</b></p>
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CONSENT AGENDA

AGENDA ITEM # XIV- 11



# The Single Plan for Student Achievement

Wilson C. Riles Middle School

34739730108621  
CDS Code

Date of this revision: Tuesday, December 3, 2013

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

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

Contact Person: Joyce Frisch

Position: Principal

Telephone Number: (916) 787-8100

Address: 4747 PFE Road, Roseville, CA 95747

E-mail Address: [joyce@centerusd.org](mailto:joyce@centerusd.org)

Center Joint Unified School District  
The District Governing Board approved this revision of the School Plan on  
February 19, 2014

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## **School Mission**

### **School Mission:**

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

### **School Motto:**

Success, the only option!

### **School Profile**

Wilson C. Riles Middle School is a 7<sup>th</sup>-8<sup>th</sup> grade middle school that has been open for nine years and is located in Roseville, California. The city of Roseville is in a rapidly growing area of the western portion of Placer County. Riles currently serves approximately 700 students. Our students come from various cultural heritages and backgrounds.

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

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

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

### **Planned Improvements in Student Performance**

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

**SCHOOL GOAL #1: The percentage of students at Riles Middle School earning a 2.0 GPA or higher will increase from the 2012-2013 school year.**

#### **Student groups and grade levels to participate in this goal:**

All students in grades seven and eight will contribute to increasing our GPA.

#### **Anticipated annual performance growth for each group:**

The overall percentage of students earning a 2.00 GPA or higher will improve from the percentage in 2012-2013 (68.7%).

#### **Means of evaluating progress toward this goal:**

Progress will be monitored by looking at data reports from AERIES for the Fall and Spring semester report cards.

#### **Group data to be collected to measure academic gains:**

Data will be collected for grades seven and eight. The data will include student performance on curriculum assessments and benchmarks relating to student grades. PLC teams will analyze data on student performance to assess student learning.

#### **Actions to be taken to reach Goal #1 from August, 2013 – May, 2014:**

1. The bell schedule will include a 20 minute intervention period (PAWS) to allow students with grades below a C, excessive absences, or excessive missed assignments the opportunity to improve their grade.
2. Through Professional Learning Communities (PLCs) time will be allowed for on-going teacher collaboration focused on implementing effective instructional programs and teaching strategies that address all student learning needs.
3. Teachers are trained in and will use High Quality First Instruction phases and elements to guide curriculum.
4. Teachers will participate in professional development focused on the implementation of Common Core State Standards and instructional shifts.
5. AVID methodologies will be used school-wide. These methodologies include: writing, inquiry, collaboration and reading.
6. Wilson C. Riles staff and students will have the materials needed for instruction and practice of grade level standards.
7. A computer technician will service computer hardware and software.
8. Teachers are trained in and will use SDAIE strategies in the classroom.



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

<b>Proposed expenditures, estimated cost and funding sources:</b>
---

1. Husky Help Hours funded through Title I funds at \$31,965 per year.
2. AVID College Tutors funded through Title I funds at approximately \$8000 per year.
3. Math and English Support Curriculum funded through Title I funds at \$2,500.
4. IPASS program utilized in the "Math Support" classes, funded through Title I funds at \$5,250.
5. One computer technician position funded through SLIP and Title I funds at \$49,692.
6. Additional meetings are planned before and after school, or on agreed upon times by teams of teachers, to alleviate the need for substitute teachers.
7. Materials for students and copies from the Xerox Copy Center are paid for with Title I funds, approximately \$6,000 for the year.
8. Two computer labs- upkeep funded by Title I funds.
9. Substitutes needed for teacher collaboration are \$125/day and are paid for with Title I funds.
10. One SST coordinator is paid with Title I funds totaling \$2,050.

**SCHOOL GOAL #2: Through a school wide PBIS system, school-wide attendance will increase and referrals and suspensions will decrease from the 2012-2013 school year.**

**Student groups and grade levels to participate in this goal:**

All students in grades seven and eight will contribute to this goal.

**Anticipated annual performance growth for each group:**

Wilson C. Riles yearly attendance rate will improve from 2012-2013 (95.2%), decrease the number of suspensions from 2012-2013 (121), and the number of office referrals from 2012-2013 (636)

**Means of evaluating progress toward this goal:**

Progress will be monitored by attendance reports in AERIES. Referral and Suspension data will be analyzed through AERIES and Google Docs.

**Group data to be collected to measure academic gains:**

Data will be collected for grades seven and eight. The data will include attendance and discipline reports.

**Actions to be taken to reach Goal #2 from August, 2013 – May, 2014:**

1. The school will continue to implement the PBIS (Positive Behavioral Interventions and Supports) system. This includes Tier I, Tier II and Tier III interventions.
2. The school Administration will streamline the discipline process and conduct staff development in August regarding changes to discipline policies.
3. The school will offer the following programs to provide opportunities for student involvement and connectedness to school:

- Athletics
  - Boys and Girls Flag Football
  - Girls Volleyball
  - Boys and Girls Basketball
  - Track and Field
- After School Clubs
  - Art Club
  - Bible Club
  - Cooking Club
  - Creative Writing Club
  - Knitting Club
  - Library Club
  - Spanish Club
- In School Activities



- Spirit Rallies
- Spirit Days
- Husky 'Lympics
- Lunchtime Intramural Athletics
- WEB (Where Everybody Belongs)

<b>Proposed expenditures, estimated cost and funding sources:</b>
---

District and site funds are used to pay for coaches' stipends and club sponsors.

**SCHOOL GOAL #3: Wilson C. Riles Middle School staff will make progress toward completing 40 hours of instructional materials professional development.**

**Student groups and grade levels to participate in this goal:**

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

**Anticipated annual performance growth for each group:**

Teachers will complete 20 additional hours of instructional materials training by May of 2014.

**Means of evaluating progress toward this goal:**

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

**Group data to be collected to measure academic gains:**

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

**Actions to be taken to reach Goal #3 from August, 2013 – May, 2014:**

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



<b>Proposed expenditures, estimated cost and funding sources:</b>
---

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

### State Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$0
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$123,950 (s)
Art, Music, and PE grant (one time). <u>Purpose:</u> Art and Music enrichment	\$0
Art, Music, and PE grant (ongoing). <u>Purpose:</u> Art and Music enrichment.	\$0
Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$0
Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$0
School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$0
School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$0
Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$0
X Lottery	\$21,750 (s)
Total amount of state categorical funds allocated to this school	\$0 - District \$145,700 - Site



<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$0
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$0
X	Title I, Part A: School-wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$248,689 (s)
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$0
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$125,256 (d)
	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$0
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$61,048 (d)
	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$0
	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$0
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$0
<input type="checkbox"/>	Other Federal Funds (list and describe)	\$0
Total amount of federal categorical funds allocated to this school		\$186,304 - District \$248,689 - Site
Total amount of state and federal categorical funds allocated to this school		\$186,304 - District \$394,389 - Site

### School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Joyce Frisch	x				
Chris Borasi			x		
Ylba Alzanoon			x		
Windigo Swift		x			
Karen Cook		x			
Allison Garcia				x	
Candace Ward				x	
Lisa Jarrett				x	
Number of members for each category	1	2	2	3	



## Recommendations and Assurances

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

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

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

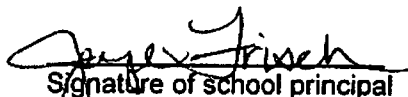
☐ Gifted and Talented Education Program Advisory Committee

☐ Other

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: January 22, 2014.

Attested:

Joyce Frisch  
Typed name of school principal

  
Signature of school principal

1-22-14  
Date

Allison Garcia  
Typed name of SSC chairperson

  
Signature of SSC chairperson

1/22/14  
Date

## **Programs Funded through the Consolidated Application**

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

### **State Programs**

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

### **Federal No Child Left Behind (NCLB) Programs**

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

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





REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
SSC developed plan and expenditures	EC 64001(a)	X	X	X	X	X			X	X	X	X		X	X
	EC 41572													X	X
	EC 41507												X		
	EC 35294.1(b)(1)														
SSC annually updates the plan	EC 64001((g) EC 35294.2(e)	X	X	X	X	X			X	X	X	X	X	X	X
Governing board approves SPSA	EC 64001(h) EC 52055.630(b)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Policies to insure all groups succeed	20 USC 6316(b)(3)					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)					X									
Submit High Priority annual report after public LEA governing board review	EC 52055.640							X							
<b>III. Funding</b>															
Plan includes proposed expenditures to improve academic performance	EC 64001(g) EC 52853 EC 52054 20 USC 6316(b)(3) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X X	X X	X X X	X X X	X X X	X X X		X	X	X	X X			
Describe centralized services expenditures	5 CCR 3947(b)	X	X												
<b>IV. Standards, Assessment, and Accountability</b>															
Comprehensive assessment and analysis of data	EC 64001(f) EC 52055.620(a)(1) - (3) EC 52054 20 USC 7115(a)(1)(A) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X X	X	X	X	X	X			
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X	X	X			



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





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

## **School and Student Performance Data Forms**

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# **Riles (Wilson C.) Middle**

**2013**

## **Single Plan for Student Achievement**

### **Section IV**

#### **Standards, Assessment and Accountability**

*(Data Retrieval)*

## Demographic Information

Riles (Wilson C.) Middle

Based on STAR student answer documents.

Reporting Ethnicity	2011		2012		2013	
	#	%	#	%	#	%
African-American	141	12.9	88	11.9	77	11.2
Amer. Indian or Alaskan Nat.	16	1.5	13	1.8	10	1.5
Asian-American	92	8.4	65	8.8	55	8.0
Filipino-American	37	3.4	17	2.3	22	3.2
Hispanic or Latino	224	20.4	141	19.0	136	19.8
Pacific Islander	17	1.5	12	1.6	8	1.2
White (not Hispanic)	558	50.9	379	51.1	360	52.3
Two or More Races	12	1.1	27	3.6	20	2.9
Other Ethnicity or Missing	0	0.0	0	0.0	0	0.0

Other Demographics	2011		2012		2013	
	#	%	#	%	#	%
English Learner	88	8.0	45	6.1	46	6.7
RFEP	236	21.5	164	22.1	170	24.7
Economically Disadvantaged	71	6.5	480	64.7	490	71.2
Students with Disabilities	159	14.5	124	16.7	105	15.3
Migrant Education	0	0.0	0	0.0	0	0.0
Gifted and Talented	73	6.7	57	7.7	69	10.0



**Table 1: Academic Performance Index (API)**

Data Source: California Department of Education (CDE) Research Data Files

**Riles (Wilson C.) Middle**

<b>API Data by Year</b>				
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>API Score</b>	<b>762</b>	<b>779</b>	<b>795</b>	<b>825</b>
<b>API Adjusted Base</b>	<b>757</b>	<b>761</b>	<b>780</b>	<b>804</b>
<b>API Growth Target</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>A</b>
<b>Actual Growth</b>	<b>5</b>	<b>18</b>	<b>15</b>	<b>21</b>

<b>API Information by Subgroup</b>								
	<b>2010</b>		<b>2011</b>		<b>2012</b>		<b>2013</b>	
	<b>API Score</b>	<b>Met Target</b>	<b>API Score</b>	<b>Met Target</b>	<b>API Score</b>	<b>Met Target</b>	<b>API Score</b>	<b>Met Target</b>
<b>API Subgroups</b>								
<b>African-American</b>	<b>698</b>	<b>YES</b>	<b>747</b>	<b>YES</b>	nns	nns	nns	nns
<b>Amer. Indian or Alaskan Nat.</b>	nns	nns	nns	nns	nns	nns	nns	nns
<b>Asian-American</b>	nns	nns	nns	nns	nns	nns	nns	nns
<b>Filipino-American</b>	nns	nns	nns	nns	nns	nns	nns	nns
<b>Hispanic or Latino</b>	<b>727</b>	<b>NO</b>	<b>721</b>	<b>NO</b>	<b>727</b>	<b>YES</b>	<b>784</b>	<b>YES</b>
<b>Pacific Islander</b>	nns	nns	nns	nns	nns	nns	nns	nns
<b>White (not Hispanic)</b>	<b>773</b>	<b>NO</b>	<b>796</b>	<b>YES</b>	<b>816</b>	<b>YES</b>	<b>832</b>	<b>YES</b>
<b>Two or More Races</b>	*na	*na	nns	nns	nns	nns	nns	nns
<b>Economically Disadvantaged</b>	<b>729</b>	<b>YES</b>	<b>748</b>	<b>YES</b>	<b>768</b>	<b>YES</b>	<b>808</b>	<b>YES</b>
<b>English Learner</b>	<b>710</b>	<b>YES</b>	nns	nns	nns	nns	<b>738</b>	<b>NO</b>
<b>Students with Disabilities</b>	<b>553</b>	<b>NO</b>	<b>599</b>	<b>YES</b>	<b>633</b>	<b>YES</b>	<b>652</b>	<b>NO</b>

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 2013 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)

Data Source: California Department of Education (CDE) Research Data Files

### Riles (Wilson C.) Middle

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	2011	100	546	53.0	67.6	No
	2012	99	388	56.2	78.4	No
	2013	100	372	57.3	89.2	No
African-American	2011	100	64	48.9	67.6	Yes
	2012	100	43	50.0	78.4	--
	2013	100	33	48.5	89.2	--
Amer. Indian or Alaskan Nat.	2011	100	8	50.0	67.6	--
	2012	100	10	76.9	78.4	--
	2013	100	--	--	89.2	--
Asian-American	2011	98	66	76.7	67.6	--
	2012	99	48	78.7	78.4	--
	2013	100	38	71.7	89.2	--
Filipino-American	2011	100	26	74.3	67.6	--
	2012	100	13	81.2	78.4	--
	2013	100	16	76.2	89.2	--
Hispanic or Latino	2011	100	79	37.1	67.6	No
	2012	100	61	45.2	78.4	Yes
	2013	100	58	45.3	89.2	No
Pacific Islander	2011	100	5	33.3	67.6	--
	2012	100	4	33.3	78.4	--
	2013	100	--	--	89.2	--
White (not Hispanic)	2011	100	293	55.8	67.6	Yes
	2012	99	201	57.9	78.4	No
	2013	100	205	59.8	89.2	Yes
Two or More Races	2011	--	--	--	67.6	--
	2012	--	--	--	78.4	--
	2013	100	13	72.2	89.2	--
English Learner	2011	100	10	12.3	67.6	--
	2012	100	48	38.4	78.4	Yes
	2013	100	29	27.4	89.2	No
Economically Disadvantaged	2011	100	271	44.6	67.6	No
	2012	100	226	49.8	78.4	Yes
	2013	100	229	53.3	89.2	Yes
Students with Disabilities	2011	100	37	24.3	67.6	Yes
	2012	98	37	32.5	78.4	Yes
	2013	100	31	31.3	89.2	No

### Table 3: Mathematics - Adequate Yearly Progress (AYP)

Data Source: California Department of Education (CDE) Research Data Files

#### Riles (Wilson C.) Middle

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	2011	100	412	40.0	68.5	Yes
	2012	99	326	47.2	79.0	Yes
	2013	100	333	51.3	89.5	Yes
African-American	2011	100	39	29.8	68.5	Yes
	2012	100	32	37.2	79.0	--
	2013	100	28	41.2	89.5	--
Amer. Indian or Alaskan Nat.	2011	100	6	37.5	68.5	--
	2012	100	7	53.8	79.0	--
	2013	100	--	--	89.5	--
Asian-American	2011	99	52	60.5	68.5	--
	2012	99	42	68.9	79.0	--
	2013	100	37	69.8	89.5	--
Filipino-American	2011	100	16	45.7	68.5	--
	2012	100	10	62.5	79.0	--
	2013	100	16	76.2	89.5	--
Hispanic or Latino	2011	100	59	27.7	68.5	No
	2012	100	46	34.1	79.0	Yes
	2013	100	57	44.5	89.5	Yes
Pacific Islander	2011	100	6	40.0	68.5	--
	2012	100	3	25.0	79.0	--
	2013	100	--	--	89.5	--
White (not Hispanic)	2011	100	231	44.0	68.5	Yes
	2012	99	179	51.6	79.0	Yes
	2013	100	178	51.9	89.5	No
Two or More Races	2011	--	--	--	68.5	--
	2012	--	--	--	79.0	--
	2013	100	8	44.4	89.5	--
English Learner	2011	100	7	8.6	68.5	--
	2012	100	45	36.0	79.0	Yes
	2013	100	41	38.7	89.5	No
Economically Disadvantaged	2011	100	220	36.2	68.5	Yes
	2012	100	182	40.1	79.0	No
	2013	100	213	49.5	89.5	Yes
Students with Disabilities	2011	100	28	18.4	68.5	No
	2012	98	25	21.9	79.0	No
	2013	100	21	21.2	89.5	No



# Table 4: 2012-13 California English Language Development (CELDT) Data

Data Source: California Department of Education (CDE) Research Data Files

Riles (Wilson C.) Middle

## 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	--	--	--	--	--	--	--	--	--	--	--	--	--
10th	--	--	--	--	--	--	--	--	--	--	--	--	--
11th	--	--	--	--	--	--	--	--	--	--	--	--	--
12th	--	--	--	--	--	--	--	--	--	--	--	--	--
All Grades	--	--	--	--	--	--	--	--	--	--	--	--	--

## 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

Data Source: Customer-supplied STAR data files

## Riles (Wilson C.) Middle

Subject Group	Count			Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>English/Language Arts</b>																		
All Students	1093	735	687	216 (20%)	200 (27%)	159 (23%)	170 (16%)	223 (30%)	241 (35%)	327 (30%)	193 (26%)	199 (29%)	119 (13%)	90 (12%)	62 (9%)	43 (5%)	31 (4%)	27 (4%)
African-American	141	68	77	21 (15%)	18 (12%)	10 (13%)	31 (22%)	31 (23%)	30 (39%)	42 (30%)	26 (20%)	22 (29%)	20 (14%)	14 (10%)	11 (14%)	17 (12%)	1 (1%)	4 (5%)
Amer. Indian or Alaskan Nat.	16	13	10	4 (25%)	4 (31%)	1 (10%)	1 (6%)	6 (46%)	6 (60%)	5 (31%)	1 (6%)	1 (10%)	3 (19%)	2 (15%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	90	64	54	33 (37%)	23 (36%)	19 (35%)	35 (39%)	24 (38%)	20 (37%)	19 (27%)	10 (16%)	11 (20%)	1 (1%)	4 (6%)	4 (7%)	2 (3%)	1 (2%)	0 (0%)
Filipino-American	37	17	22	18 (49%)	6 (35%)	19 (88%)	18 (49%)	8 (47%)	8 (38%)	4 (11%)	3 (18%)	5 (23%)	3 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	222	141	135	29 (13%)	29 (20%)	15 (11%)	61 (27%)	38 (27%)	46 (34%)	90 (41%)	44 (31%)	52 (38%)	34 (15%)	20 (14%)	16 (12%)	11 (8%)	11 (8%)	7 (5%)
Pacific Islander	17	12	8	3 (18%)	1 (8%)	0 (0%)	2 (12%)	3 (25%)	2 (17%)	6 (35%)	2 (17%)	3 (25%)	6 (35%)	4 (33%)	2 (17%)	0 (0%)	2 (17%)	1 (8%)
White (not Hispanic)	558	375	360	117 (21%)	115 (31%)	100 (28%)	194 (35%)	105 (28%)	119 (33%)	158 (28%)	101 (27%)	98 (27%)	73 (19%)	49 (13%)	29 (8%)	15 (4%)	13 (3%)	14 (4%)
Two or More Races	12	26	20	2 (17%)	5 (19%)	4 (20%)	4 (33%)	7 (27%)	10 (38%)	4 (15%)	3 (11%)	3 (23%)	0 (0%)	6 (23%)	0 (0%)	2 (7%)	3 (12%)	1 (4%)
English Learner	69	45	46	10 (14%)	2 (4%)	0 (0%)	10 (14%)	7 (16%)	7 (16%)	32 (36%)	14 (16%)	19 (39%)	35 (40%)	15 (33%)	15 (33%)	11 (24%)	7 (16%)	6 (13%)
RFP	215	164	169	63 (29%)	49 (30%)	35 (21%)	100 (47%)	64 (39%)	59 (35%)	70 (30%)	43 (26%)	49 (29%)	8 (5%)	6 (4%)	5 (3%)	2 (1%)	2 (1%)	2 (1%)
Economically Disadvantaged	70	478	489	3 (4%)	18 (3%)	17 (3%)	15 (21%)	179 (29%)	184 (34%)	31 (44%)	142 (30%)	154 (31%)	10 (14%)	64 (13%)	50 (10%)	15 (14%)	29 (16%)	24 (5%)
Students with Disabilities	159	121	105	15 (9%)	34 (28%)	18 (17%)	49 (31%)	25 (21%)	28 (25%)	41 (26%)	27 (22%)	29 (28%)	58 (32%)	23 (19%)	21 (20%)	21 (20%)	11 (9%)	13 (10%)
Gifted and Talented	73	56	69	20 (27%)	11 (20%)	10 (14%)	17 (23%)	12 (21%)	29 (38%)	6 (9%)	2 (3%)	2 (3%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Mathematics</b>																		
All Students	638	316	277	107 (17%)	39 (12%)	32 (12%)	204 (32%)	104 (33%)	103 (37%)	215 (34%)	103 (33%)	80 (32%)	113 (18%)	57 (18%)	40 (14%)	21 (7%)	14 (4%)	13 (5%)
African-American	81	38	34	8 (10%)	2 (5%)	2 (6%)	22 (27%)	13 (34%)	12 (35%)	33 (41%)	14 (37%)	12 (35%)	15 (26%)	7 (18%)	7 (21%)	2 (5%)	2 (5%)	2 (5%)
Amer. Indian or Alaskan Nat.	10	7	3	0 (0%)	0 (0%)	1 (33%)	4 (40%)	3 (47%)	2 (67%)	3 (30%)	3 (43%)	0 (0%)	3 (30%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	45	21	19	13 (29%)	19 (90%)	12 (63%)	20 (44%)	6 (29%)	10 (53%)	8 (18%)	8 (38%)	4 (21%)	3 (7%)	3 (14%)	2 (11%)	1 (5%)	0 (0%)	1 (5%)
Filipino-American	17	11	10	3 (18%)	3 (27%)	2 (20%)	6 (35%)	3 (27%)	5 (50%)	6 (35%)	4 (36%)	2 (20%)	2 (12%)	1 (6%)	1 (10%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	137	50	60	11 (8%)	2 (4%)	5 (8%)	39 (28%)	12 (24%)	18 (30%)	48 (35%)	20 (40%)	26 (43%)	29 (21%)	10 (20%)	8 (13%)	18 (28%)	9 (10%)	3 (5%)
Pacific Islander	12	5	2	1 (8%)	0 (0%)	0 (0%)	3 (25%)	1 (8%)	0 (0%)	5 (42%)	2 (17%)	1 (8%)	3 (25%)	2 (17%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)
White (not Hispanic)	328	168	140	67 (20%)	27 (16%)	18 (13%)	187 (57%)	99 (59%)	82 (59%)	111 (34%)	51 (30%)	42 (30%)	56 (17%)	27 (16%)	20 (14%)	6 (4%)	4 (3%)	0 (0%)
Two or More Races	8	16	9	0 (0%)	0 (0%)	0 (0%)	3 (38%)	6 (38%)	4 (44%)	1 (13%)	1 (6%)	2 (22%)	3 (19%)	7 (44%)	1 (11%)	1 (13%)	0 (0%)	0 (0%)
English Learner	53	26	24	2 (4%)	2 (8%)	1 (4%)	6 (11%)	4 (15%)	4 (17%)	17 (32%)	9 (35%)	9 (38%)	25 (47%)	8 (11%)	9 (25%)	3 (4%)	3 (8%)	1 (4%)
RFP	133	64	51	11 (8%)	14 (22%)	10 (19%)	53 (40%)	23 (36%)	27 (53%)	33 (25%)	10 (28%)	14 (27%)	14 (11%)	9 (14%)	3 (5%)	0 (0%)	0 (0%)	0 (0%)
Economically Disadvantaged	45	214	209	1 (2%)	22 (10%)	11 (5%)	18 (40%)	61 (28%)	78 (38%)	13 (29%)	70 (33%)	66 (32%)	8 (18%)	46 (21%)	35 (17%)	9 (11%)	70 (33%)	11 (5%)
Students with Disabilities	106	87	48	9 (8%)	8 (9%)	2 (4%)	27 (25%)	16 (18%)	14 (29%)	32 (30%)	19 (28%)	14 (29%)	27 (25%)	17 (25%)	11 (23%)	11 (10%)	2 (2%)	7 (7%)
Gifted and Talented	43	19	9	13 (30%)	9 (47%)	3 (33%)	19 (44%)	9 (47%)	9 (50%)	5 (12%)	2 (11%)	1 (11%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

**Table 5a: Academic Performance by Ethnicity**

Data Source: Customer-supplied STAR data files

**Riles (Wilson C.) Middle**

Subject Group	Count			Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>General Mathematics</b>																		
All Students	104	125	157	3 (3%)	2 (2%)	12 (8%)	12 (12%)	26 (21%)	43 (35%)	35 (33%)	43 (34%)	53 (42%)	28 (22%)	23 (18%)	33 (22%)	27 (20%)	24 (19%)	34 (22%)
African-American	23	17	17	0 (0%)	0 (0%)	1 (6%)	3 (13%)	3 (18%)	1 (5%)	8 (35%)	8 (47%)	7 (41%)	3 (13%)	6 (35%)	4 (24%)	0 (0%)	1 (6%)	3 (18%)
Amer. Indian or Alaskan Nat.	1	2	4	0 (0%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	1 (25%)	1 (100%)	2 (100%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	7	8	8	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (29%)	4 (50%)	2 (25%)	2 (25%)	2 (25%)	3 (38%)	1 (13%)	2 (25%)	2 (25%)	1 (13%)	0 (0%)
Hispanic-American	2	2	4	1 (50%)	0 (0%)	1 (25%)	0 (0%)	2 (100%)	2 (50%)	0 (0%)	0 (0%)	1 (25%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	30	33	41	0 (0%)	0 (0%)	3 (7%)	1 (3%)	9 (15%)	13 (32%)	9 (30%)	7 (21%)	11 (27%)	10 (33%)	11 (33%)	10 (24%)	10 (30%)	10 (30%)	6 (15%)
Pacific Islander	2	5	6	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (40%)	3 (60%)	2 (100%)	2 (40%)	2 (40%)	0 (0%)	1 (20%)	1 (17%)	0 (0%)	0 (0%)	0 (0%)
White (not Hispanic)	33	53	69	0 (0%)	2 (4%)	3 (4%)	8 (24%)	10 (19%)	20 (29%)	13 (39%)	21 (40%)	24 (35%)	11 (29%)	12 (23%)	15 (22%)	6 (18%)	8 (15%)	27 (39%)
Two or More Races	1	7	8	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (43%)	1 (14%)	1 (100%)	1 (14%)	4 (50%)	0 (0%)	2 (29%)	3 (38%)	0 (0%)	1 (14%)	0 (0%)
English Learner	20	15	20	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (20%)	5 (25%)	4 (20%)	1 (5%)	8 (40%)	6 (40%)	11 (55%)	2 (10%)	3 (15%)	3 (15%)
RFP	9	11	21	0 (0%)	1 (9%)	1 (5%)	1 (11%)	3 (27%)	10 (45%)	4 (44%)	6 (55%)	7 (33%)	3 (27%)	1 (9%)	1 (5%)	1 (5%)	0 (0%)	0 (0%)
Economically Disadvantaged	12	91	121	0 (0%)	1 (1%)	0 (0%)	0 (0%)	15 (16%)	13 (14%)	6 (6%)	30 (33%)	39 (43%)	4 (4%)	26 (29%)	27 (30%)	33 (37%)	13 (14%)	13 (14%)
Students with Disabilities	36	39	50	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	4 (11%)	5 (14%)	6 (15%)	13 (32%)	8 (22%)	19 (48%)	23 (46%)	23 (46%)	15 (46%)	10 (20%)
Gifted and Talented	1	1	2	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1 (100%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Algebra I</b>																		
All Students	325	248	208	12 (4%)	29 (12%)	32 (15%)	110 (34%)	101 (41%)	63 (30%)	112 (34%)	65 (26%)	59 (28%)	73 (27%)	43 (17%)	27 (13%)	33 (16%)	10 (4%)	9 (4%)
African-American	30	31	23	0 (0%)	2 (6%)	1 (4%)	10 (33%)	12 (39%)	10 (33%)	19 (62%)	10 (32%)	7 (23%)	6 (19%)	4 (13%)	1 (3%)	1 (3%)	1 (3%)	1 (4%)
Amer. Indian or Alaskan Nat.	5	2	2	0 (0%)	1 (50%)	0 (0%)	2 (40%)	1 (50%)	0 (0%)	1 (20%)	0 (0%)	1 (50%)	1 (50%)	0 (0%)	1 (50%)	1 (50%)	0 (0%)	0 (0%)
Asian-American	34	28	17	1 (3%)	7 (25%)	4 (24%)	15 (44%)	14 (50%)	8 (47%)	10 (29%)	4 (14%)	4 (14%)	6 (19%)	2 (7%)	1 (3%)	1 (3%)	1 (3%)	0 (0%)
Hispanic-American	16	3	7	1 (6%)	0 (0%)	1 (14%)	5 (31%)	0 (0%)	2 (29%)	4 (25%)	2 (13%)	2 (13%)	4 (25%)	0 (0%)	0 (0%)	2 (13%)	0 (0%)	0 (0%)
Hispanic or Latino	54	51	27	1 (2%)	4 (8%)	1 (4%)	12 (22%)	17 (33%)	13 (24%)	21 (39%)	17 (32%)	8 (15%)	18 (35%)	9 (18%)	2 (4%)	2 (4%)	4 (8%)	1 (2%)
Pacific Islander	3	1	0	1 (33%)	0 (0%)	0 (0%)	2 (67%)	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)	175	129	130	8 (5%)	19 (15%)	23 (18%)	63 (36%)	56 (43%)	32 (24%)	56 (32%)	30 (17%)	37 (25%)	37 (23%)	26 (20%)	18 (14%)	21 (16%)	8 (6%)	3 (2%)
Two or More Races	2	3	2	0 (0%)	1 (33%)	1 (50%)	0 (0%)	1 (50%)	0 (0%)	1 (50%)	1 (50%)	0 (0%)	1 (50%)	0 (0%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)
English Learner	15	4	2	0 (0%)	0 (0%)	0 (0%)	4 (27%)	2 (50%)	1 (50%)	5 (33%)	1 (25%)	0 (0%)	4 (27%)	1 (25%)	1 (50%)	2 (50%)	0 (0%)	0 (0%)
RFP	65	78	72	4 (6%)	17 (22%)	16 (22%)	35 (54%)	27 (35%)	32 (44%)	22 (34%)	13 (17%)	19 (25%)	19 (26%)	8 (11%)	4 (5%)	4 (5%)	3 (4%)	1 (1%)
Economically Disadvantaged	13	152	135	1 (8%)	20 (13%)	14 (10%)	3 (23%)	47 (31%)	52 (39%)	3 (23%)	45 (30%)	35 (27%)	3 (23%)	20 (15%)	20 (15%)	1 (8%)	9 (7%)	3 (2%)
Students with Disabilities	17	12	6	1 (6%)	1 (8%)	1 (17%)	4 (24%)	7 (58%)	3 (25%)	10 (59%)	1 (6%)	2 (33%)	2 (33%)	3 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Gifted and Talented	26	23	37	3 (12%)	8 (35%)	11 (30%)	12 (46%)	10 (43%)	10 (40%)	10 (38%)	5 (23%)	6 (26%)	1 (4%)	0 (0%)	2 (9%)	0 (0%)	0 (0%)	0 (0%)



**Table 5a: Academic Performance by Ethnicity**

Data Source: Customer-supplied STAR data files

**Riles (Wilson C.) Middle**

Subject Group	Count			Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Geometry</b>																		
All Students	28	45	45	3 (11%)	18 (40%)	23 (51%)	17 (61%)	25 (56%)	13 (31%)	8 (29%)	1 (2%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
African-American	1	2	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)	2 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Amer. Indian or Alaskan Nat.	0	2	1	0 (0%)	1 (50%)	0 (0%)	0 (0%)	1 (50%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	5	9	10	0 (0%)	1 (11%)	2 (20%)	4 (80%)	4 (44%)	7 (70%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Puerto Rican	2	1	1	0 (0%)	0 (0%)	1 (100%)	2 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	2	6	8	0 (0%)	0 (0%)	2 (25%)	1 (50%)	5 (83%)	2 (25%)	1 (50%)	0 (0%)	2 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Pacific Islander	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%)
White (not Hispanic)	17	24	21	3 (18%)	10 (42%)	10 (48%)	10 (59%)	13 (54%)	11 (52%)	4 (24%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Two or More Races	1	0	1	0 (0%)	0 (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%)
RFP	9	11	25	0 (0%)	4 (36%)	12 (48%)	8 (89%)	7 (64%)	12 (100%)	2 (22%)	1 (9%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Economically Disadvantaged	0	20	24	0 (0%)	7 (35%)	12 (50%)	0 (0%)	13 (65%)	10 (42%)	0 (0%)	0 (0%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Students with Disabilities	0	1	1	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Gifted and Talented	3	13	21	1 (33%)	5 (38%)	13 (62%)	2 (67%)	9 (69%)	8 (38%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>8th Grade Science</b>																		
All Students	191	354	356	128 (67%)	152 (43%)	179 (50%)	109 (57%)	87 (24%)	98 (28%)	97 (25%)	71 (20%)	40 (11%)	29 (8%)	35 (10%)	28 (8%)	13 (4%)	13 (4%)	13 (4%)
African-American	54	46	39	17 (31%)	21 (46%)	18 (46%)	17 (31%)	8 (17%)	9 (23%)	17 (31%)	11 (24%)	6 (15%)	5 (9%)	4 (9%)	0 (0%)	2 (4%)	2 (4%)	2 (4%)
Amer. Indian or Alaskan Nat.	3	5	7	0 (0%)	3 (60%)	3 (43%)	0 (0%)	1 (20%)	3 (60%)	0 (0%)	1 (14%)	0 (0%)	1 (14%)	0 (0%)	1 (14%)	0 (0%)	0 (0%)	0 (0%)
Asian-American	32	31	31	10 (31%)	18 (58%)	20 (65%)	8 (25%)	8 (26%)	7 (23%)	10 (31%)	4 (13%)	1 (3%)	3 (9%)	1 (3%)	3 (10%)	1 (3%)	0 (0%)	0 (0%)
Puerto Rican	19	5	9	9 (47%)	4 (80%)	5 (56%)	5 (26%)	0 (0%)	4 (44%)	2 (11%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hispanic or Latino	73	01	68	10 (22%)	22 (29%)	25 (37%)	21 (29%)	24 (30%)	18 (23%)	21 (29%)	17 (23%)	12 (16%)	9 (12%)	9 (12%)	7 (10%)	6 (8%)	5 (7%)	5 (7%)
Pacific Islander	4	7	6	1 (25%)	1 (14%)	1 (17%)	1 (25%)	1 (14%)	1 (17%)	1 (25%)	1 (14%)	3 (50%)	1 (25%)	3 (50%)	0 (0%)	0 (0%)	1 (17%)	1 (17%)
White (not Hispanic)	192	100	185	78 (41%)	89 (89%)	95 (51%)	53 (28%)	44 (44%)	55 (30%)	42 (22%)	36 (20%)	15 (8%)	11 (6%)	15 (8%)	12 (6%)	6 (4%)	5 (3%)	5 (3%)
Two or More Races	4	9	11	3 (75%)	3 (33%)	1 (9%)	1 (25%)	1 (11%)	2 (18%)	2 (50%)	1 (11%)	2 (18%)	0 (0%)	2 (22%)	0 (0%)	0 (0%)	2 (22%)	1 (9%)
English Learner	37	20	22	1 (3%)	1 (5%)	1 (5%)	0 (0%)	1 (5%)	3 (14%)	15 (41%)	7 (35%)	5 (23%)	7 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
RFP	82	70	95	35 (43%)	29 (41%)	54 (57%)	25 (30%)	28 (40%)	27 (29%)	17 (21%)	11 (16%)	9 (9%)	1 (1%)	4 (6%)	5 (5%)	3 (4%)	3 (4%)	3 (4%)
Economically Disadvantaged	25	231	249	7 (28%)	10 (4%)	10 (4%)	6 (24%)	87 (37%)	73 (29%)	0 (0%)	47 (20%)	33 (13%)	6 (24%)	28 (12%)	22 (9%)	2 (8%)	10 (4%)	10 (4%)
Students with Disabilities	54	59	56	5 (9%)	13 (22%)	23 (41%)	13 (24%)	14 (24%)	13 (23%)	21 (39%)	15 (27%)	8 (14%)	9 (16%)	7 (12%)	6 (11%)	4 (7%)	8 (14%)	6 (11%)
Gifted and Talented	13	21	43	7 (54%)	20 (95%)	42 (98%)	5 (38%)	1 (5%)	1 (2%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

**Data Source:** Customer-supplied STAR data files

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[illegible]

# Table 5b: Academic Performance by Grade Level

Data Source: Customer-supplied STAR data files

## Riles (Wilson C.) Middle

Subject Grade	Count			Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>English/Language Arts</b>																		
All Grades	1003	735	687	216 (21%)	220 (27%)	155 (23%)	370 (34%)	223 (30%)	241 (35%)	327 (30%)	192 (26%)	199 (29%)	120 (13%)	90 (12%)	63 (9%)	41 (4%)	31 (4%)	27 (4%)
Grade 6	355	0	0	75 (21%)	0 (0%)	0 (0%)	125 (35%)	0 (0%)	0 (0%)	103 (29%)	0 (0%)	0 (0%)	45 (13%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Grade 7	358	371	328	66 (19%)	58 (16%)	62 (19%)	121 (34%)	132 (36%)	124 (38%)	116 (32%)	93 (24%)	93 (28%)	43 (13%)	41 (11%)	37 (11%)	7 (2%)	13 (4%)	14 (4%)
Grade 8	100	355	359	24 (24%)	103 (29%)	100 (28%)	124 (12%)	91 (25%)	117 (33%)	100 (28%)	102 (28%)	105 (30%)	45 (12%)	49 (13%)	23 (7%)	28 (7%)	19 (5%)	13 (4%)
<b>Mathematics</b>																		
All Grades	638	316	277	83 (13%)	38 (12%)	35 (12%)	204 (32%)	104 (33%)	105 (37%)	215 (34%)	103 (33%)	89 (32%)	115 (19%)	57 (18%)	40 (14%)	21 (3%)	14 (4%)	13 (5%)
Grade 6	355	0	0	70 (20%)	0 (0%)	0 (0%)	113 (32%)	0 (0%)	0 (0%)	106 (30%)	0 (0%)	0 (0%)	59 (16%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Grade 7	278	309	274	73 (26%)	35 (11%)	31 (11%)	63 (23%)	103 (33%)	102 (37%)	108 (39%)	102 (33%)	89 (32%)	53 (20%)	55 (19%)	40 (15%)	13 (5%)	14 (5%)	22 (8%)
Grade 8	5	7	3	0 (0%)	0 (0%)	0 (0%)	2 (40%)	1 (14%)	1 (33%)	1 (20%)	1 (14%)	0 (0%)	2 (40%)	2 (29%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)
<b>General Mathematics</b>																		
Grade 8	104	125	157	1 (1%)	2 (2%)	10 (6%)	12 (12%)	25 (21%)	45 (29%)	38 (35%)	43 (34%)	53 (34%)	20 (27%)	33 (26%)	35 (22%)	27 (21%)	21 (17%)	14 (9%)
<b>Algebra I</b>																		
Grade 7	81	62	54	0 (0%)	17 (27%)	11 (20%)	33 (41%)	34 (55%)	32 (59%)	33 (41%)	6 (10%)	7 (13%)	12 (19%)	4 (6%)	3 (5%)	0 (0%)	1 (2%)	1 (2%)
Grade 8	244	125	154	18 (7%)	12 (9%)	15 (10%)	78 (32%)	67 (53%)	53 (34%)	79 (32%)	59 (24%)	52 (34%)	61 (25%)	39 (21%)	24 (16%)	19 (7%)	9 (6%)	4 (3%)
<b>Geometry</b>																		
Grade 8	28	45	45	3 (11%)	18 (40%)	20 (44%)	17 (61%)	25 (56%)	23 (51%)	0 (29%)	1 (2%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>8th Grade Science</b>																		
Grade 8	381	354	356	127 (33%)	132 (37%)	125 (35%)	109 (29%)	87 (24%)	98 (28%)	97 (25%)	71 (20%)	40 (11%)	29 (8%)	35 (10%)	28 (8%)	18 (5%)	15 (4%)	13 (4%)
<b>History-Social Science</b>																		
Grade 8	375	350	354	76 (20%)	59 (17%)	123 (35%)	59 (25%)	112 (31%)	114 (32%)	123 (33%)	112 (31%)	69 (19%)	36 (10%)	34 (9%)	21 (6%)	38 (10%)	21 (6%)	22 (6%)



# Table 6: 2013 CST Reporting Clusters

Data Source: Customer-supplied STAR data files

Riles (Wilson C.) Middle - Grade 7

Grade 7 Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency	
<b>Language Arts</b>	290			172	59%	
Word Analysis and Vocabulary Development		11	72%	180	62%	
Reading Comprehension		18	73%	194	67%	
Literary Response and Analysis		13	70%	149	51%	
Written Conventions		16	68%	166	57%	
Writing Strategies		17	57%	152	52%	
Writing Applications		4	NA	NA	NA	
<b>Mathematics</b>	238	65	62%	121	51%	
Rational numbers		14	61%	112	47%	
Exponents, powers, and roots		8	51%	103	43%	
Quantitative relationships and evaluating expressions		10	61%	107	45%	
Multi-step problems, graphing, and functions		15	64%	134	56%	
Measurement and geometry		13	62%	106	45%	
Statistics, data analysis, and probability		5	80%	174	73%	
<b>Algebra I</b>	54	65	67%	43	80%	
Number properties, operations, and linear equations		17	78%	38	70%	
Graphing and systems of linear equations		14	72%	36	67%	
Quadratics and polynomials		21	64%	41	76%	
Functions and rational expressions		13	52%	32	59%	

# Table 6: 2013 CST Reporting Clusters

Data Source: Customer-supplied STAR data files

Riles (Wilson C.) Middle - Grade 8

Grade 8 Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency	
<b>Language Arts</b>	320	75	68%	196	61%	
Word Analysis and Vocabulary Development		9	69%	220	69%	
Reading Comprehension		18	66%	192	60%	
Literary Response and Analysis		15	66%	185	58%	
Written Conventions		16	75%	206	64%	
Writing Strategies		17	65%	192	60%	
<b>General Math</b>	157	65	54%	55	35%	
Rational Numbers		14	58%	55	35%	
Exponents, powers, and roots		10	45%	45	29%	
Quantitative relationships and evaluating expressions		11	53%	65	41%	
Multi-step problems, graphing, and functions		10	56%	60	38%	
Measurement and geometry		11	47%	63	40%	
Statistics, data analysis, and probability		9	63%	92	59%	
<b>Algebra I</b>	152	65	59%	73	48%	
Number properties, operations, and linear equations		17	70%	71	47%	
Graphing and systems of linear equations		14	59%	75	49%	
Quadratics and polynomials		21	57%	80	53%	
Functions and rational expressions		13	47%	78	51%	
<b>Geometry</b>	45	65	83%	43	96%	
Logic and geometric proofs		23	85%	38	84%	
Volume and area formulas		11	83%	39	87%	
Angle relationships, constructions, and lines		16	78%	34	76%	
Trigonometry		15	87%	42	93%	
<b>8th Grade Science</b>	321	60	75%	251	78%	
Motion		8	63%	194	60%	
Forces, Density, and Bouyancy		13	75%	236	74%	
Structure of Matter and Periodic Table		16	75%	238	74%	
Earth in the Solar System		7	83%	272	85%	
Reactions and Chemistry of Living Systems		10	73%	224	70%	
Investigation and experimentation		6	82%	238	74%	
<b>History - Social Science</b>	354	75	69%	242	68%	
World history and geography: Ancient civilizations		16	66%	231	65%	
Late Antiquity and the Middle Ages		14	67%	197	55%	
Renaissance / Reformation		10	72%	247	69%	
U.S. Constitution and the Early Republic		22	68%	253	71%	
Civil War and its aftermath		13	72%	251	70%	

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

- At Riles Middle School we use a variety of assessments to determine a student's needs. The following assessments are used: Accelerated Reader, Fluency, pre and post tests in all core subject areas, Fitnessgram, CST in 8<sup>th</sup> grade Science, iPass mathematics intervention program and curriculum benchmark assessments.

## **Staffing and Professional Development**

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

## **Teaching and Learning**

- District adopted textbooks and materials used in all subjects based on state and national standards.
- In 2009, English/Language Arts adopted the Prentice Hall Literature Program.
- In 2007, math adopted the MacMillan/McGraw-Hill Glencoe Program. This math program is approved by the state and is aligned to the standards.
- In 2006, social studies adopted the McDougal Littell program.
- In 2007, science adopted Prentice Hall as the textbook program.
- English learners are provided additional instruction using High Point.



- Teachers' daily lesson plans state the grade level standards being addressed in reading/language arts, science, math and social studies.

#### Opportunity and Equal Educational Access

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

#### Involvement

- We have one 0.4 FTE ELD teacher to address the needs of our English Language Learners.
- We have committees at the school (ELAC-English Language Advisory Committee) and District (DELAC-District English Language Advisory Committee) for our non-English speaking parents.
- We have on site translators in Spanish and Russian/Ukrainian to bridge the language barrier gap between our non-English speaking parents and the school.
- Student Study Team meetings and parent/teacher meetings are held as needed to address student needs.
- We have an active Parent Teacher Association to involve parents in the school.
- Student attendance is emphasized by the teaching staff, office staff, and administration by communicating with families when their child is absent, including an automated phone system and a personal call home from staff.
- Riles students have opportunities to participate in student leadership and numerous after school clubs and our school athletic program.
- Parent support, participation and involvement are encouraged and welcomed at Riles. Expectations for parent participation are outlined in the "Parent Involvement Policy" and "School/Parent Compact".

#### Funding

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

## **Use of Resources**

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

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

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

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

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

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

**Expenditures are allowable** if they:

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

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

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

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

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

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

**The district may also reserve funds for:**

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

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



## Acronyms and Specialized Terms

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

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

ACRONYM	STANDS FOR	WEB ADDRESS
ELD	English Language Development	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	<a href="http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp">http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp</a>
ESEA	Elementary and Secondary Education Act	<a href="http://www.ed.gov/policy/elsec/leg/esea02/index.html">http://www.ed.gov/policy/elsec/leg/esea02/index.html</a>
ESL	English as a Second Language	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ESLRs	Expected Schoolwide Learning Results	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
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FOL	Focus on Learning	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
FTE	Full-Time-Equivalent	<a href="http://data1.cde.ca.gov/dataquest/qls_fte.htm">http://data1.cde.ca.gov/dataquest/qls_fte.htm</a>
GATE	Gifted and Talented Education	<a href="http://www.cde.ca.gov/sp/g/">http://www.cde.ca.gov/sp/g/</a>
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NCLB	No Child Left Behind	<a href="http://www.cde.ca.gov/pr/nclb">http://www.cde.ca.gov/pr/nclb</a>
NRT	Norm-referenced Test	
PI	Program Improvement	<a href="http://www.cde.ca.gov/ta/ac/ti/programimprov.asp">http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</a>
PSAA	Public Schools Accountability Act	<a href="http://www.cde.ca.gov/psaa">http://www.cde.ca.gov/psaa</a>
PTA	Parent Teacher Association	<a href="http://www.pta.org">http://www.pta.org</a>
R-FEP	Redesignated Fluent-English-Proficient	
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ACRONYM	STANDS FOR	WEB ADDRESS
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SABE/2	Spanish Assessment of Basic Education	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>
SARC	School Accountability Report Card	<a href="http://www.cde.ca.gov/ta/ac/sa">http://www.cde.ca.gov/ta/ac/sa</a>
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
STAR	Standardized Testing and Reporting	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>
UCP	Uniform Complaint Procedures	<a href="http://www.cde.ca.gov/re/cp/uc">http://www.cde.ca.gov/re/cp/uc</a>
WASC	Western Association of Schools and Colleges	<a href="http://www.acswasc.org">http://www.acswasc.org</a>



## **Riles Middle School Site Council Bylaws**

### **Article I NAME**

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

### **Article II PURPOSE**

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

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

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

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

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

### **Article III MEMBERSHIP**

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

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

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

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

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

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

#### **Article IV OFFICERS**

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

#### **Article V MEETING and QUORUM**

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

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

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

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

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

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

## **Article VI     AMENDMENT**

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

## **Article VII     DUTIES of the OFFICERS**

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

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

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

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

## **Article VIII    ELECTION of OFFICERS**

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

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

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

## **Article IX     COMMITTEES**

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

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

## **Article X      RULES of ORDER**

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

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

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



## Acronyms and Specialized Terms

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

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

ACRONYM	STANDS FOR	WEB ADDRESS
ELD	English Language Development	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	<a href="http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp">http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp</a>
ESEA	Elementary and Secondary Education Act	<a href="http://www.ed.gov/policy/elsec/leg/esea02/index.html">http://www.ed.gov/policy/elsec/leg/esea02/index.html</a>
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WASC	Western Association of Schools and Colleges	<a href="http://www.acswasc.org">http://www.acswasc.org</a>



## **Wilson C. Riles Middle School Parent Involvement Policy**

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

\* \* \* \* \*

### **PART I. GENERAL EXPECTATIONS**

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

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

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

- (A) That parents play an integral role in assisting their child's learning;*
- (B) That parents are encouraged to be actively involved in their child's education at school;*
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) The carrying out of other activities, such as those described in section 1118 of the ESEA.*

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

1. Wilson C. Riles Middle School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Notify parents in advance of the meetings to change the School Parental Involvement Policy
2. Wilson C. Riles Middle School will take the following actions to distribute to parents of participating children and to the local community, the School Parental Involvement Policy:
  - Make available copies of the School Parental Involvement Policy in the front office.
  - Distribute the School Compact to each parent.
  - The School compact will be given to enrolling students throughout the school year.
  - These two documents will be available on the WCR website ([www.centerusd.k12.ca.us/cusd/wcriles](http://www.centerusd.k12.ca.us/cusd/wcriles)) under the school info tab.
  - Ongoing communication through the website, e-mail and home phone dialer.
3. Wilson C. Riles Middle School will periodically update its School Parental Involvement Policy to meet the changing needs of parents and the school.
4. Wilson C. Riles Middle School will inform parents of the following:
  - That their child's school participates in Title I.
  - About the requirements and program components of Title I.
  - Of their rights to be involved in their child's education within Title I.
5. Wilson C. Riles Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, academic assessment tools used to measure student progress and the proficiency levels students are expected to meet.
  - All curriculum is available for viewing at Back To School Night.
  - All parents will be provided access to our "Homelink" parent/student website. This web-based interface allows parents and students to access grade, homework and attendance information.
  - Parents will receive notification of whether their child is enrolled in an Intervention Support class in Mathematics or English.
  - Course outlines for each subject are available on the school website.

6. Wilson C. Riles Middle School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents.

### **PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Wilson C. Riles Middle School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - PTA actively recruits parents during family nights and Back to School night. The PTA meeting schedule is posted on the school website as well as the PI Notification Letter.
  - School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings will be held quarterly throughout the school year.
2. Wilson C. Riles Middle School will incorporate the School-Parent Compact as a component of the School Parent Involvement Policy.
3. With the help of the District, Wilson C. Riles Middle School will provide to parents assistance in understanding the following topics:
  - The state's academic content standards.
  - The state's academic achievement standards.
  - State and local academic assessments, including alternative assessments.
  - The requirements of Title I.
  - Use of the school website and "Homelink" as a resource for parents.
4. Wilson C. Riles Middle School will, with the assistance of the District, provide materials and training to help parents work with their children to improve academic achievement in areas such as literary fluency and comprehension, math skills and use of technology, fostering parental involvement by:
  - Inviting parents who request assistance to meet with administrators and/or teachers to go over materials and expectations.
5. Wilson C. Riles Middle School will, with the assistance of its District and parents, educate teachers and other staff in how to reach out to, communicate with, and work with parents as equal partners; how to value and utilize parent contributions; how to implement and coordinate parent programs; and how to build ties between parents and schools, by:
  - Asking for and encouraging ideas and input during ELAC and PTA meetings.



- Keeping parents informed about events via email, newsletter, website and automatic phone dialer.

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

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

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

\* \* \* \* \*

#### **PART V. ADOPTION**

This policy was adopted by Wilson C. Riles Middle School on December 3, 2013 and will be in effect for the period of one year. The school will distribute this policy to all parents. It will be made available to the local community in The Single Plan for School Achievement. Wilson C. Riles Middle School's notification to parents of this policy will be made available on the school website.




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(Signature of Authorized Official)

10-15-13

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(Date)

## *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Oak Hill

**Date:** January 27, 2014

**To:** Board of Trustees

**From:** Patricia Spore

**Action Item**   X  

**Information Item**

**# Attached Pages**   45  

**Principal's Initials:**   PS  

**SUBJECT:** Oak Hill would like to present its Single Plan for School Achievement for approval by the CUSD School Board.

**CONSENT AGENDA**

# The Single Plan for Student Achievement

OAK HILL ELEMENTARY SCHOOL

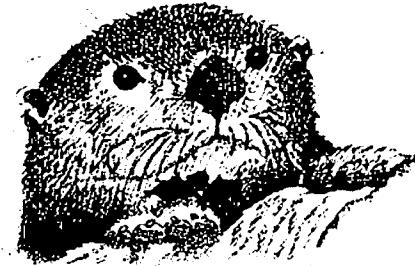
34-73973-6107734

CDS Code

Date of this revision: December 2013

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

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



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Center Joint Unified School District

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_.



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## **School Vision and Mission**

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

### **GOALS:**

- A safe, orderly environment for all students and staff
- Quality curriculum and instruction
- Uninterrupted instructional time
- Frequent assessment of student performance to ensure success
- Clear communication between home and school
- An environment where everyone helps each other
- Students attending daily, on time, ready to learn
- Maintain a sense of humor, keeping things in perspective

At Oak Hill we believe

- that all people can learn and grow
- that all people learn and teach best in a positive, supportive, and trusting environment
- that all people have potential and unique talents and styles to contribute

In this environment, we envision that we and our students will:

- be responsible, empowered, self motivated, productive learners and decision-makers
- value and respect ourselves and others
- cooperate and communicate as a member of a team and assume appropriate leadership roles
- cultivate a balance of academic, social, physical, and emotional growth
- play an active role in the technological world
- demonstrate global awareness

## School Profile

Oak Hill Elementary is one of four elementary schools in Center Joint Unified School District. We are located in the center of Antelope, a dynamic community of economic and social diversity. Oak Hill elementary opened in 1994 and serves students from kindergarten through sixth grade with a current enrollment of about 776 students.

To create an environment that promotes powerful learning we provide standards-based curriculum, presented in a variety of learning modalities, designed to develop critical thinking skills. We also develop an appreciation and respect for cultural diversity through our *Second Step Violence Prevention Program* in all grades except third and fourth, the *Stop and Think* program in the third and fourth grades, and the Healthy Play program for all grades K-6.

Students who attend Oak Hill Elementary reach or exceed the grade level standards through the *Open Court Reading Program*, *Harcourt Math Program*, *Harcourt Science Program*, and *Houghton Mifflin Social Studies Program* in grades K-5. Our 6<sup>th</sup> grade students use the *Pearson Language Arts Program*, *Glencoe Math Program*, *Pearson Spelling and Literature*, *Prentice Hall Science Program*, and *McDougal Social Studies Program*.

We believe that parents and community play an integral part in the success of our students. Therefore, we encourage the participation of parents, community members, and business partners.

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

- Alternative programs operating after school
- An academic support network for students' success
- Staff development to ensure the most qualified teachers
- Communication with families about upcoming events
- Frequent assessment of student performance to ensure success
- A research-based, explicit reading and math program designed to meet the needs of all learners
- A safe and orderly environment for all students and staff
- Peer mediation training
- An environment where everyone helps one another



## Analysis of Current Instructional Program

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

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

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

### Standard, Assessment, and Accountability

- At Oak Hill, we use a variety of assessments to determine a student's needs. The following assessments are used at a variety of grade levels: the San Diego Quick (SDQ), Basic Phonics Skills Test (BPST), Advanced Phonics Skills Test (APST), fluency assessments, Direct Writing Assessment (DWA), Open Court unit assessments, chapter tests in reading and math, pre- and post-tests in the math program, Degrees of Reading Power (DRP), Accelerated Reader tests, and CST tests.

### Staffing and Professional Development

- New teachers receive training on the *Read Naturally* software for our computer labs
- Teachers receive new training as well as refresher courses in the Open Court 2002 Reading Program
- The District offers in-service training in *the new Common Core Standards, the SBAC (Smarter Balanced Assessment Consortium), Harcourt Science Program, Houghton Mifflin Social Studies* and *Fred Jones Behavior Management Techniques*
- Computer training in-services are provided for the following programs: Excel, for our student assessment data system (MSP-Monitoring Student Progress spreadsheets), Aeries, for student information data system, email and internet use.
- Teachers have the opportunity throughout the year to attend off-site conferences to learn new techniques to ensure all students reach the grade level standards, and to enhance their classroom environment. (EX: Common Core Standards Training through Sacramento County Office of Education and Placer County Office of Education.)
- An academic coach provides teacher training
- Seven early out days are scheduled during the year for collaboration at grade level and across the grades
- On site video training for *Harry Wong's First Days of School* and *Fred Jones Behavior Management Techniques* are available
- On site training for the new *Second Step Social Behavior* training

### Teaching and Learning

- Since the 1997-1998 school year, we have been using the *Open Court Reading Series*. In the 2005-2006 school year we adopted *Open Court 2002* grades K-5. This reading program is approved by the state, and aligned to the standards.
- In the 2001-2002 school year we adopted the *Harcourt Math Program*. This math program is approved by the state, and aligned to the standards.
- In the 2006-2007 school year, we adopted the *Houghtlin Mifflin Social Studies Program*. This social studies program is approved by the state, and aligned to the standards.
- In the 2007-2008 school year, we adopted the *Harcourt Science Program*. This program is approved by the state, and aligned to the standards.
- Teachers' daily lesson plans (or the pacing guides) state the grade level standards being address in reading and math.
- 150 minutes per day are allotted towards the Language Arts program and 60 minutes per day are allotted towards the math curriculum.

### Opportunity and Equal Educational Access

- Students have access to small group instruction in the classroom during workshop time to pre-teach or re-teach the curriculum.
- English Language Learners are provided with additional instruction using Avenues curriculum.
- Every classroom has supplemental materials to support the curriculum.
- We offer a free or reduced lunch and breakfast to students who qualify.
- Walk-thrus to each class are held bi-weekly to insure all best practices are being followed.
- Other services include: resource pull-out, speech and pathology services, occupational therapy, and English Language Development aide for pull-out services for students who are new to the country or score Beginner on the California English Learner Development Test (CELDT)

### Involvement

- We have a district ELD teacher to address the needs of our English Language Learners as well as an ELD instructional assistant who meets with students who scored as beginners in the California English Learner Development Test (CELDT).
- We have a school ELAC (English Language Advisory Committee) and a District DELAC (District English Language Advisory Committee) for our non-English speaking parents.
- We have translators available to bridge the language barrier gap between our non-English speaking parents and the school.
- Student Success Team meetings are held at least 1 morning a week to address student needs.
- Students and their families have access to our school library.
- We have an active Parent/Teacher Association to involve parents in the school.
- Student attendance is emphasized by the teaching staff, office staff, and administration by communication with families when their child is absent.
- Student health issues are addressed by our district nursing department.
- Parent support/participation/involvement is encouraged and welcomed at Oak Hill.
- Parent tours are conducted once a month.
- Every third Thursday, there is a parent information night or school function.
- Oak Hill Elementary has a School Site Council that meets a minimum of every other month.

## Funding

- Oak Hill Elementary receives funds that can be used to target underperforming students. Lottery monies are used to purchase copies used for homework and class assessments. Lottery money is also used to purchase math consumable workbooks for kindergarten – second grade students.
- We provide an intervention program for students at risk of retention. Students most at risk come to school for additional time outside the school day to develop the skills needed to meet the grade level standards. We offer an after school program staffed by teachers. Many of the teachers also offer a homework program to give students additional help on specific class work.
- All classrooms have approximately 3-6 computers for student use throughout the day. Students in grades K-6 are provided Internet access for research projects.
- All classrooms are equipped with an overhead projector with Wifi internet access that teachers use to enhance lessons. These projectors were provided to the teachers through the Oak Hill Parent Teacher Association.
- All classrooms have supplemental materials in the core curriculum for student use.
- Students have access to the Harcourt Math Intervention computer program, the *Accelerated Reader* program, the *Math Facts in a Flash* program, and the *Read Naturally* Program to build their fluency and comprehension skills.

## **ANALYSIS OF CURRENT EDUCATIONAL PRACTICE**

### **Intervention**

Oak Hill Elementary provides after school support for students who are at risk of retention. Students in grades 1-6 who are struggling in Language Arts may attend our Intervention program twice a week for one hour each day. Students in grades 3-6 who are struggling in math may attend our Intervention program twice a week for one hour each day.

Students attending the after school program for Language Arts spend part of their time on the computer using ***Read Naturally***, a computerized reading program that focuses on reading fluency and comprehension skills. Students in the math intervention program practice math skills using a variety of games, flash cards, ***Math Facts in a Flash***, and Harcourt Math Intervention software.

## **ANALYSIS OF CURRENT EDUCATIONAL PRACTICE**

### **GATE**

For the first time Oak Hill Elementary offered a GATE/High Performing class to the 4<sup>th</sup> and 5<sup>th</sup> grade students. This combination class allows students time to study concepts more in-depth using many of the Common Core teaching strategies.

All Oak Hill GATE students are invited to participate in the after school GATE program. This year the students may participate in the After School Gate Program.



The students officially met on September 18<sup>th</sup> for a team building activity. They utilized the online Sacramento Bee to do a get acquainted team scavenger hunt. Students were introduced to their first unit - Physics.

This unit is comprised of 3 activities as well as analyzing the physical properties involved in each:

**1) Balloon Car Racers:**

- a. Research Balloon Racers on YouTube
- b. Research physics principles of propulsion
- c. Create a simple racer using paper plates
- d. Modify Racer to make it better/faster
- e. Race against other Balloon Racers
- f. Create a PowerPoint stating the process of building a balloon racer, how it works.

**2) Catapults**

- a. Research various catapults on YouTube
- b. Complete a survey as to which catapult would be the best
- c. Select one of two catapults to build with a partner (root beer can or popsicle stick)
- d. Create catapult using specifications from YouTube
- e. Test out catapults for distance and accuracy challenges
- f. Create an advertisement in Publisher for your catapult
- g. It's War!!!!
- h. Celebratory root beer float party to get rid of cans from catapults

**3) Egg Drop Physics**

- a. Research and define the physics properties in the egg drop experiment (potential energy, kinetic energy, gravity, acceleration, impact force, crumple zone, and transfer of impact force) on PowerPoint slides
- b. Create an experiment from our lab buckets to demonstrate each of the terms below. Add these experiments to your PowerPoint slides.
- c. Research egg drop containers utilizing the internet and select one to modify and test
- d. Create a list of materials necessary to test two different egg drop containers.
- e. Record results of both experiments and add data to PowerPoints.
- f. Relate each part of your egg container and experiment to one of the principles of the experiment and note facts on your PowerPoint.
- g. Share PowerPoints and what you learned about these principles with the class.

## **ANALYSIS OF CURRENT EDUCATIONAL PRACTICE**

### **Peer Mediation**

Oak Hill has had a Peer Mediation program since 1994 when the school first opened. Students in grades 5-6 receive training that gives them the tools to reach resolution during a dispute. It is the hope of the school staff that by participating in this program, the school will become a safer place for students to attend. Students will be empowered to solve their own disputes with other students without resorting to physical aggression.

# Demographic Information

## Oak Hill Elementary

Based on STAR student answer documents.

Reporting Ethnicity	2011		2012		2013	
	#	%	#	%	#	%
African-American	85	17.3	86	15.7	79	13.7
Amer. Indian or Alaskan Nat.	8	1.6	5	0.9	4	0.7
Asian-American	34	6.9	39	7.1	42	7.3
Filipino-American	19	3.9	21	3.8	20	3.5
Hispanic or Latino	79	16.1	79	14.4	89	15.4
Pacific Islander	6	1.2	6	1.1	9	1.6
White (not Hispanic)	259	52.6	301	55.0	305	52.9
Two or More Races	2	0.4	10	1.8	29	5.0
Other Ethnicity or Missing	0	0.0	0	0.0	0	0.0

Other Demographics	2011		2012		2013	
	#	%	#	%	#	%
English Learner	74	15.0	73	13.3	95	16.5
RFEP	39	7.9	54	9.9	42	7.3
Economically Disadvantaged	21	4.3	283	51.7	329	57.0
Students with Disabilities	43	8.7	46	8.4	54	9.4
Migrant Education	1	0.2	1	0.2	0	0.0
Gifted and Talented	4	0.8	4	0.7	32	5.5

**Table 1: Academic Performance Index (API)**

Data Source: California Department of Education (CDE) Research Data Files

**Oak Hill Elementary**

<b>API Data by Year</b>				
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>API Score</b>	<b>849</b>	<b>850</b>	<b>844</b>	<b>820</b>
<b>API Adjusted Base</b>	<b>848</b>	<b>849</b>	<b>851</b>	<b>844</b>
<b>API Growth Target</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
<b>Actual Growth</b>	<b>1</b>	<b>1</b>	<b>-7</b>	<b>-24</b>

<b>API Information by Subgroup</b>								
	<b>2010</b>		<b>2011</b>		<b>2012</b>		<b>2013</b>	
	<b>API Score</b>	<b>Met Target</b>	<b>API Score</b>	<b>Met Target</b>	<b>API Score</b>	<b>Met Target</b>	<b>API Score</b>	<b>Met Target</b>
<b>API Subgroups</b>								
<b>African-American</b>	nns	nns	<b>813</b>	<b>YES</b>	<b>825</b>	<b>YES</b>	nns	nns
<b>Amer. Indian or Alaskan Nat.</b>	nns	nns	nns	nns	nns	nns	nns	nns
<b>Asian-American</b>	nns	nns	nns	nns	nns	nns	nns	nns
<b>Filipino-American</b>	nns	nns	nns	nns	nns	nns	nns	nns
<b>Hispanic or Latino</b>	nns	nns	nns	nns	nns	nns	nns	nns
<b>Pacific Islander</b>	nns	nns	nns	nns	nns	nns	nns	nns
<b>White (not Hispanic)</b>	<b>863</b>	<b>YES</b>	<b>871</b>	<b>YES</b>	<b>855</b>	<b>YES</b>	<b>838</b>	<b>YES</b>
<b>Two or More Races</b>	*na	*na	nns	nns	nns	nns	nns	nns
<b>Economically Disadvantaged</b>	<b>815</b>	<b>YES</b>	<b>818</b>	<b>YES</b>	<b>813</b>	<b>YES</b>	<b>800</b>	<b>YES</b>
<b>English Learner</b>	<b>825</b>	<b>YES</b>	<b>830</b>	<b>YES</b>	<b>823</b>	<b>YES</b>	<b>792</b>	<b>NO</b>
<b>Students with Disabilities</b>	nns	nns	nns	nns	nns	nns	nns	nns

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 2013 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)

Data Source: California Department of Education (CDE) Research Data Files

### Oak Hill Elementary

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	2011	100	293	62.7	67.6	No
	2012	100	346	67.2	78.4	Yes
	2013	99	295	54.2	89.2	No
African-American	2011	100	46	57.5	67.6	Yes
	2012	99	46	56.8	78.4	No
	2013	99	38	51.4	89.2	--
Amer. Indian or Alaskan Nat.	2011	100	--	--	67.6	--
	2012	100	--	--	78.4	--
	2013	100		--	89.2	--
Asian-American	2011	100	18	56.2	67.6	--
	2012	100	25	71.4	78.4	--
	2013	98	20	52.6	89.2	--
Filipino-American	2011	100	15	93.8	67.6	--
	2012	100	18	90.0	78.4	--
	2013	100	14	73.7	89.2	--
Hispanic or Latino	2011	100	42	57.5	67.6	No
	2012	100	44	59.5	78.4	--
	2013	100	36	42.4	89.2	No
Pacific Islander	2011	100	--	--	67.6	--
	2012	100	--	--	78.4	--
	2013	89		--	89.2	--
White (not Hispanic)	2011	100	163	65.2	67.6	Yes
	2012	100	201	70.5	78.4	Yes
	2013	100	169	58.3	89.2	No
Two or More Races	2011	--	--	--	67.6	--
	2012	--	--	--	78.4	--
	2013	100	12	44.4	89.2	--
English Learner	2011	100	58	59.8	67.6	Yes
	2012	100	67	62.6	78.4	Yes
	2013	100	51	44.0	89.2	No
Economically Disadvantaged	2011	100	140	54.9	67.6	No
	2012	100	163	61.5	78.4	Yes
	2013	100	140	47.8	89.2	No
Students with Disabilities	2011	100	17	37.0	67.6	--
	2012	99	13	27.1	78.4	--
	2013	99	13	25.0	89.2	--

# Table 3: Mathematics - Adequate Yearly Progress (AYP)

Data Source: California Department of Education (CDE) Research Data Files

## Oak Hill Elementary

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	2011	100	310	66.4	68.5	Yes
	2012	100	316	61.4	79.0	No
	2013	99	337	61.9	89.5	No
African-American	2011	100	47	58.8	68.5	Yes
	2012	99	40	49.4	79.0	No
	2013	99	40	54.1	89.5	--
Amer. Indian or Alaskan Nat.	2011	100	--	--	68.5	--
	2012	100	--	--	79.0	--
	2013	100		--	89.5	--
Asian-American	2011	100	18	56.2	68.5	--
	2012	100	19	54.3	79.0	--
	2013	98	22	57.9	89.5	--
Filipino-American	2011	100	14	87.5	68.5	--
	2012	100	17	85.0	79.0	--
	2013	100	13	68.4	89.5	--
Hispanic or Latino	2011	100	42	57.5	68.5	No
	2012	100	32	43.2	79.0	--
	2013	100	39	45.9	89.5	No
Pacific Islander	2011	100	--	--	68.5	--
	2012	100	--	--	79.0	--
	2013	89		--	89.5	--
White (not Hispanic)	2011	100	178	71.2	68.5	Yes
	2012	100	195	68.4	79.0	No
	2013	100	202	69.7	89.5	Yes
Two or More Races	2011	--	--	--	68.5	--
	2012	--	--	--	79.0	--
	2013	100	13	48.1	89.5	--
English Learner	2011	100	59	60.8	68.5	No
	2012	100	64	59.8	79.0	No
	2013	100	67	57.8	89.5	No
Economically Disadvantaged	2011	100	149	58.4	68.5	Yes
	2012	100	145	54.7	79.0	No
	2013	100	163	55.6	89.5	No
Students with Disabilities	2011	100	21	45.7	68.5	--
	2012	99	19	39.6	79.0	--
	2013	99	23	44.2	89.5	--

# Table 4: 2012-13 California English Language Development (CELDT) Data

Data Source: California Department of Education (CDE) Research Data Files

## Oak Hill Elementary

### Initial Assessments

Grade	Tested	SBE Proficient		Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning	
	#	#	%	#	%	#	%	#	%	#	%	#	%
K	29	3	10			3	10	4	14	10	34	12	41
1st	--	--	--	--	--	--	--	--	--	--	--	--	--
2nd	5	2	40			2	40	1	20	1	20	1	20
3rd	--	--	--	--	--	--	--	--	--	--	--	--	--
4th	--	--	--	--	--	--	--	--	--	--	--	--	--
5th	4	2	50			2	50	2	50				
6th	--	--	--	--	--	--	--	--	--	--	--	--	--
7th	--	--	--	--	--	--	--	--	--	--	--	--	--
8th	--	--	--	--	--	--	--	--	--	--	--	--	--
9th	--	--	--	--	--	--	--	--	--	--	--	--	--
10th	--	--	--	--	--	--	--	--	--	--	--	--	--
11th	--	--	--	--	--	--	--	--	--	--	--	--	--
12th	--	--	--	--	--	--	--	--	--	--	--	--	--
All Grades	47	12	26			12	26	9	19	11	23	15	32

### Annual Assessments

Grade	Tested	SBE Proficient		Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning	
	#	#	%	#	%	#	%	#	%	#	%	#	%
K	--	--	--	--	--	--	--	--	--	--	--	--	--
1st	30	11	37	3	10	8	27	12	40	7	23		
2nd	26	10	38	3	12	8	31	9	35	6	23		
3rd	24	5	21			5	21	14	58	5	21		
4th	20	10	50			11	55	8	40	1	5		
5th	9	8	89	2	22	6	67	1	11				
6th	12	8	67	4	33	5	42	3	25				
7th	--	--	--	--	--	--	--	--	--	--	--	--	--
8th	--	--	--	--	--	--	--	--	--	--	--	--	--
9th	--	--	--	--	--	--	--	--	--	--	--	--	--
10th	--	--	--	--	--	--	--	--	--	--	--	--	--
11th	--	--	--	--	--	--	--	--	--	--	--	--	--
12th	--	--	--	--	--	--	--	--	--	--	--	--	--
All Grades	123	52	42	12	10	43	35	48	39	20	16		

### All Assessments

Grade	Tested	SBE Proficient		Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning	
	#	#	%	#	%	#	%	#	%	#	%	#	%
K	31	3	10			3	10	5	16	11	35	12	39
1st	31	11	35	3	10	8	26	13	42	7	23		
2nd	31	12	39	3	10	10	32	10	32	7	23	1	3
3rd	27	8	30			8	30	14	52	5	19		
4th	23	12	52			13	57	8	35	1	4	1	4
5th	13	10	77	2	15	8	62	3	23				
6th	14	8	57	4	29	5	36	4	29			1	7
7th	--	--	--	--	--	--	--	--	--	--	--	--	--
8th	--	--	--	--	--	--	--	--	--	--	--	--	--
9th	--	--	--	--	--	--	--	--	--	--	--	--	--
10th	--	--	--	--	--	--	--	--	--	--	--	--	--
11th	--	--	--	--	--	--	--	--	--	--	--	--	--
12th	--	--	--	--	--	--	--	--	--	--	--	--	--
All Grades	170	64	38	12	7	55	32	57	34	31	18	15	9

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.



**Data Source:** Customer-supplied STAR data files

	Count			Advanced			Proficient			Basic			Below Basic			Fa
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011
Arts																
	492	546	574	143 (29%)	162 (30%)	134 (23%)	169 (34%)	200 (37%)	180 (31%)	140 (28%)	131 (24%)	186 (32%)	28 (6%)	47 (9%)	56 (10%)	12 (2%)
n	85	85	78	26 (31%)	25 (29%)	20 (26%)	25 (29%)	25 (29%)	23 (29%)	24 (28%)	25 (29%)	23 (29%)	6 (7%)	10 (12%)	12 (15%)	4 (5%)
Alaskan Nat.	8	5	4	2 (25%)	1 (20%)	0 (0%)	3 (38%)	2 (40%)	1 (25%)	3 (38%)	2 (40%)	3 (75%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	34	39	41	11 (32%)	11 (28%)	9 (22%)	9 (26%)	14 (36%)	13 (32%)	10 (29%)	11 (28%)	12 (29%)	4 (12%)	3 (8%)	6 (15%)	0 (0%)
n	19	21	20	11 (58%)	10 (48%)	8 (40%)	5 (26%)	8 (38%)	7 (35%)	3 (16%)	2 (10%)	4 (20%)	0 (0%)	1 (5%)	1 (5%)	0 (0%)
io	79	79	89	12 (15%)	17 (22%)	12 (13%)	32 (41%)	31 (39%)	25 (28%)	24 (30%)	21 (27%)	32 (36%)	9 (11%)	8 (10%)	13 (15%)	2 (3%)
	6	6	8	0 (0%)	2 (33%)	1 (13%)	3 (50%)	2 (33%)	4 (50%)	3 (50%)	2 (33%)	3 (38%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
anic)	259	301	305	81 (31%)	93 (31%)	80 (26%)	91 (35%)	116 (39%)	99 (32%)	72 (28%)	65 (22%)	97 (32%)	9 (3%)	23 (8%)	19 (6%)	6 (2%)
ces	2	10	29	0 (0%)	3 (30%)	4 (14%)	1 (50%)	2 (20%)	8 (28%)	1 (50%)	3 (30%)	12 (41%)	0 (0%)	2 (20%)	5 (17%)	0 (0%)
	74	73	95	4 (5%)	1 (1%)	6 (6%)	27 (36%)	31 (42%)	26 (27%)	30 (41%)	29 (40%)	43 (45%)	9 (12%)	10 (14%)	15 (16%)	4 (5%)
	39	54	42	19 (49%)	22 (41%)	19 (45%)	19 (49%)	28 (52%)	16 (38%)	1 (3%)	4 (7%)	7 (17%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
sadvantaged	21	282	327	3 (14%)	62 (22%)	61 (19%)	3 (14%)	109 (39%)	90 (28%)	13 (62%)	75 (27%)	122 (37%)	1 (5%)	31 (11%)	41 (13%)	1 (5%)
sabilities	43	46	52	12 (28%)	8 (17%)	10 (19%)	11 (26%)	11 (24%)	10 (19%)	16 (37%)	16 (35%)	18 (35%)	1 (2%)	11 (24%)	12 (23%)	3 (7%)
on	1	1	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%)	1 (100%)
ited	4	4	32	4 (100%)	4 (100%)	28 (88%)	0 (0%)	0 (0%)	2 (6%)	0 (0%)	0 (0%)	2 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	491	545	572	171 (35%)	152 (28%)	157 (27%)	155 (32%)	185 (34%)	201 (35%)	104 (21%)	125 (23%)	123 (22%)	52 (11%)	74 (14%)	82 (14%)	9 (2%)
n	84	85	78	25 (30%)	22 (26%)	14 (18%)	26 (31%)	24 (28%)	31 (40%)	16 (19%)	26 (31%)	14 (18%)	15 (18%)	12 (14%)	18 (23%)	2 (2%)
Alaskan Nat.	8	5	4	3 (38%)	1 (20%)	0 (0%)	1 (13%)	2 (40%)	3 (75%)	2 (25%)	1 (20%)	0 (0%)	2 (25%)	1 (20%)	1 (25%)	0 (0%)
	34	39	41	11 (32%)	8 (21%)	15 (37%)	9 (26%)	13 (33%)	9 (22%)	6 (18%)	11 (28%)	10 (24%)	7 (21%)	6 (15%)	6 (15%)	1 (3%)
n	19	21	20	13 (68%)	9 (43%)	6 (30%)	3 (16%)	8 (38%)	7 (35%)	3 (16%)	2 (10%)	6 (30%)	0 (0%)	2 (10%)	1 (5%)	0 (0%)
io	79	79	89	20 (25%)	14 (18%)	12 (13%)	24 (30%)	22 (28%)	28 (31%)	24 (30%)	23 (29%)	31 (35%)	8 (10%)	19 (24%)	16 (18%)	3 (4%)
	6	6	8	1 (17%)	3 (50%)	5 (63%)	5 (83%)	2 (33%)	1 (13%)	0 (0%)	1 (17%)	2 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
anic)	259	300	303	97 (37%)	93 (31%)	99 (33%)	87 (34%)	111 (37%)	114 (38%)	53 (20%)	58 (19%)	50 (17%)	20 (8			

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**Table 5a: Academic Performance by Ethnicity**

Data Source: Customer-supplied STAR data files

**Oak Hill Elementary**

		Count			Advanced			Proficient			Basic			Below Basic			Fa
		2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	
28																	
		134	118	91	33 (25%)	17 (14%)	20 (22%)	54 (40%)	46 (39%)	39 (43%)	30 (22%)	41 (35%)	24 (26%)	12 (9%)	11 (9%)	7 (8%)	5 (4%)
n		25	19	13	6 (24%)	4 (21%)	1 (8%)	8 (32%)	8 (42%)	5 (38%)	4 (16%)	6 (32%)	5 (38%)	6 (24%)	1 (5%)	1 (8%)	1 (4%)
	Alaskan Nat.	3	2	0	0 (0%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	2 (67%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
		10	9	3	2 (20%)	1 (11%)	0 (0%)	4 (40%)	1 (11%)	2 (67%)	3 (30%)	5 (56%)	1 (33%)	1 (10%)	1 (11%)	0 (0%)	0 (0%)
n		4	5	5	1 (20%)	1 (20%)	1 (25%)	3 (60%)	1 (25%)	4 (80%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
		22	20	8	3 (14%)	1 (5%)	1 (13%)	10 (45%)	11 (55%)	2 (25%)	4 (18%)	6 (30%)	3 (38%)	3 (14%)	1 (5%)	2 (25%)	2 (9%)
10		1	1	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
		68	61	57	21 (31%)	8 (13%)	17 (30%)	30 (44%)	23 (38%)	21 (37%)	14 (21%)	22 (36%)	15 (26%)	1 (1%)	7 (11%)	4 (7%)	2 (3%)
ethnic)		1	1	4	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)
ces		10	15	10	0 (0%)	1 (7%)	0 (0%)	3 (30%)	3 (20%)	1 (10%)	4 (40%)	7 (70%)	1 (10%)	3 (20%)	2 (20%)	2 (20%)	2 (20%)
		20	16	9	6 (30%)	3 (19%)	3 (33%)	11 (55%)	7 (44%)	3 (33%)	3 (15%)	6 (38%)	3 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	sadvantaged	5	64	48	0 (0%)	8 (13%)	7 (15%)	3 (60%)	24 (38%)	16 (33%)	1 (20%)	22 (34%)	19 (40%)	1 (20%)	7 (11%)	5 (10%)	0 (0%)
	isabilities	14	14	3	8 (57%)	2 (14%)	0 (0%)	4 (29%)	5 (36%)	1 (33%)	1 (2%)	5 (36%)	1 (33%)	1 (7%)	2 (14%)	1 (33%)	0 (0%)
	ited	4	0	17	3 (75%)	0 (0%)	10 (59%)	1 (25%)	0 (0%)	6 (35%)	0 (0%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

**Table 5b: Academic Performance by Grade Level**

Data Source: Customer-supplied STAR data files

**Oak Hill Elementary**

e Arts	Count			Advanced			Proficient			Basic			Below Basic			Fa																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
492	546	574	143 (29%)	162 (30%)	134 (23%)	169 (34%)	200 (37%)	180 (31%)	140 (28%)	131 (24%)	186 (32%)	28 (6%)	47 (9%)	56 (10%)	12 (2%)	5 (4%)	1 (1%)	1 (1%)	107	115	104	133	104	140	20 (15%)	19 (18%)	17 (12%)	46 (35%)	51 (36%)	50 (38%)	24 (22%)	22 (16%)	9 (9%)	14 (13%)	1 (1%)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
100	115	107	21 (21%)	20 (17%)	20 (19%)	33 (33%)	38 (33%)	24 (22%)	50 (38%)	26 (25%)	46 (43%)	8 (8%)	9 (9%)	22 (16%)	5 (4%)	5 (4%)	1 (1%)	7 (6%)	125	93	120	52 (42%)	43 (46%)	27 (23%)	48 (38%)	30 (32%)	45 (38%)	22 (18%)	15 (16%)	40 (33%)	2 (2%)	5 (5%)	8 (7%)	3 (3%)	134	119	91	50 (37%)	37 (32%)	37 (32%)	0 (0%)	48 (42%)	39 (34%)	0 (0%)	15 (13%)	28 (24%)	0 (0%)	13 (11%)	10 (9%)	0 (0%)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
134	119	91	50 (37%)	43 (36%)	33 (26%)	42 (31%)	37 (31%)	21 (23%)	31 (23%)	31 (26%)	30 (33%)	6 (4%)	8 (7%)	3 (3%)	5 (4%)	3 (3%)	3 (3%)	134	119	91	50 (37%)	43 (36%)	33 (26%)	37 (32%)	42 (31%)	21 (23%)	37 (31%)	22 (24%)	54 (45%)	16 (13%)	15 (16%)	40 (30%)	29 (25%)	15 (16%)	18 (13%)	14 (12%)	11 (9%)	11 (12%)	5 (5%)	5 (4%)	11 (12%)	11 (12%)	22 (19%)	22 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
0	115	116	0 (0%)	12 (10%)	23 (20%)	0 (0%)	43 (37%)	40 (34%)	0 (0%)	26 (23%)	28 (24%)	0 (0%)	29 (25%)	22 (19%)	0 (0%)	0 (0%)	0 (0%)	22 (19%)	0	115	116	0 (0%)	12 (10%)	23 (20%)	0 (0%)	43 (37%)	40 (34%)	0 (0%)	26 (23%)	28 (24%)	0 (0%)	29 (25%)	15 (16%)	18 (13%)	14 (12%)	11 (9%)	11 (9%)	22 (19%)	22 (19%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)	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 (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%)



# Table 6: 2013 CST Reporting Clusters

Data Source: Customer-supplied STAR data files

## Oak Hill Elementary - Grade 2

Grade 2 Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency		
<b>Language Arts</b>	140	65	64%	68	49%		
Word Analysis and Vocabulary Development		22	65%	52	37%		
Reading Comprehension		15	60%	74	52%		
Literary Response and Analysis		6	76%	88	62%		
Written Conventions		14	62%	66	47%		
Writing Strategies		8	54%	70	50%		
<b>Mathematics</b>	140	65	70%	69	49%		
Place value, addition, and subtraction		15	71%	59	42%		
Multiplication, division, and fractions		23	68%	59	42%		
Algebra and functions		6	72%	65	46%		
Measurement and geometry		14	72%	87	62%		
Statistics, data analysis, and probability		7	73%	69	49%		

# Table 6: 2013 CST Reporting Clusters

Data Source: Customer-supplied STAR data files

## Oak Hill Elementary - Grade 3

Grade 3 Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency		
<b>Language Arts</b>	105	65	71%	44	42%		
Word Analysis and Vocabulary Development		20	74%	47	45%		
Reading Comprehension		15	71%	42	40%		
Literary Response and Analysis		8	79%	57	54%		
Written Conventions		13	64%	53	50%		
Writing Strategies		9	63%	41	39%		
<b>Mathematics</b>	104	65	79%	71	68%		
Place value, fractions, and decimals		16	78%	76	73%		
Addition, subtraction, multiplication, and division		16	76%	67	64%		
Algebra and functions		12	74%	62	60%		
Measurement and geometry		16	86%	75	72%		
Statistics, data analysis, and probability		5	83%	50	48%		

# Table 6: 2013 CST Reporting Clusters

Data Source: Customer-supplied STAR data files

## Oak Hill Elementary - Grade 4

Grade 4 Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency	
<b>Language Arts</b>	112			70	63%	
Word Analysis and Vocabulary Development		18	77%	67	59%	
Reading Comprehension		15	64%	74	65%	
Literary Response and Analysis		9	61%	57	50%	
Written Conventions		18	68%	73	65%	
Writing Strategies		15	55%	71	63%	
Writing Applications		4	NA	NA	NA	
<b>Mathematics</b>	111	65	80%	85	77%	
Decimals, fractions, and negative numbers		17	82%	72	65%	
Operations and factoring		14	78%	71	64%	
Algebra and functions		18	82%	72	65%	
Measurement and geometry		12	74%	83	75%	
Statistics, data analysis, and probability		4	80%	87	78%	



# Table 6: 2013 CST Reporting Clusters

Data Source: Customer-supplied STAR data files

## Oak Hill Elementary - Grade 5

Grade 5 Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency		
<b>Language Arts</b>	90	75	73%	53	59%		
Word Analysis and Vocabulary Development		14	76%	66	73%		
Reading Comprehension		16	69%	60	67%		
Literary Response and Analysis		12	73%	53	59%		
Written Conventions		17	76%	59	66%		
Writing Strategies		16	72%	58	64%		
<b>Mathematics</b>	90	65	71%	62	69%		
Estimation, percents, and factoring		12	71%	54	60%		
Operations with fractions and decimals		17	68%	62	69%		
Algebra and functions		17	75%	53	59%		
Measurement and geometry		15	69%	60	67%		
Statistics, data analysis, and probability		4	84%	52	58%		
<b>5th Grade Science</b>	90	60	72%	58	64%		
Physical Science 5		11	78%	55	60%		
Physical Science 4		8	77%	67	74%		
Life Science 5		13	69%	52	57%		
Life Science 4		9	68%	64	70%		
Earth Science 5		11	71%	50	55%		
Earth Science 4		8	61%	51	56%		

# Table 6: 2013 CST Reporting Clusters

Data Source: Customer-supplied STAR data files

Oak Hill Elementary - Grade 6

Grade 6 Subject Cluster	# Valid Scores	# of Ques.	Avg. % Correct	Proficient Count	Percent of Students Achieving Proficiency		
<b>Language Arts</b>	101	75	70%	66	65%		
Word Analysis and Vocabulary Development		13	74%	66	65%		
Reading Comprehension		17	68%	67	66%		
Literary Response and Analysis		12	75%	72	71%		
Written Conventions		16	76%	67	66%		
Writing Strategies		17	61%	63	62%		
<b>Mathematics</b>	100	65	66%	57	57%		
Ratios, proportions, percentages, negative fractions		15	65%	57	57%		
Operations and problem solving with fractions		10	70%	51	51%		
Algebra and functions		19	73%	61	61%		
Measurement and geometry		10	60%	58	58%		
Statistics, data analysis, and probability		11	60%	54	54%		

## Planned Improvements in Student Performance

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

<b>SCHOOL GOAL # _1_</b> In an effort to meet students' individual needs and increase student achievement in ELA in 2013-2014, the staff will transition instructional practices to align with the performance standards of the Common Core State Standards. This will be achieved by focusing on informational text, depth of knowledge in discussion strategies, use of text dependent questioning, collaborative conversations, and direct instruction in the three areas of writing (Narrative, Informative, and Persuasive.) Teachers will be given time to work collaboratively in order to adapt the Open Court curriculum to better align with the Common Core State Standards. This will be reflected through assessment, writing samples and lesson plans. ELA students who are B or EI will be pulled out for 30 minutes each day for intensive vocabulary instruction. ELA students who are performing below grade level will also be encouraged to attend the after school intervention program.				
<b>Student groups and grade levels to participate in this goal:</b> <ul style="list-style-type: none"> <li>All students, Socioeconomically Disadvantaged, English Learners</li> </ul>		<b>Anticipated annual performance growth for each group:</b> <ul style="list-style-type: none"> <li>100% of students will achieve proficient (grade of 4) or better on their report card for subjects in ELA</li> </ul>		
<b>Means of evaluating progress toward this goal:</b> <ol style="list-style-type: none"> <li>Pearson, Open Court, and Fluency Assessments</li> <li>Cut-Points for Retention checklist</li> <li>Common Core State Standards staff development</li> <li>Student Report Cards</li> </ol>		<b>Group data to be collected to measure academic gains:</b> <ol style="list-style-type: none"> <li>Accelerated Reader Reports</li> <li>Monthly writing samples</li> <li>Pearson, Open Court, and Fluency Assessments</li> <li>Student Report Cards</li> </ol>		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time after school	September 3-May 2	Intervention Teachers	\$35,500	District
ELL support	August 7-May 30	ELD Support	\$95,000	District
Small group instruction during workshop	August 7-May 30	None	None	
Computer Support	August 7-May 30	System Support Technician	\$22,500	Site Funds
Access to appropriate reproduced materials	August 7-May 30	Copy Center Copies	\$10,500	Site Funds
Library Support	August 7-May 30	20 hr/wk Library Technician	\$22,500	Site Funds
Increased fluency practice	August 7-May 30	Additional books & materials	\$2,700	PTA
Increased comprehension practice	August 7-May 30	Accelerated Reader	\$7,000	Site Funds
Increased academic vocabulary	August 7-May 30	Marzano's Vocabulary	None	
Teacher Collaboration Time	September 3 – May 30	Substitutes	\$2,800	Site Funds
Common Core Instruction In-service	August 7 – May 30	PCOE ELA Inservice	\$1,000	Common Core Common Core



## Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<b>PROGRAM SUPPORT GOAL # <u>2</u></b> In an effort to meet students' individual needs and increase student achievement in Math in 2013-2014, the staff will transition instructional practices to align with the performance standards of Common Core State Standards. This will be achieved by utilizing the 8 Math Practices. This will include collaborative conversations, writing across the curriculum, use of manipulative, and academic vocabulary instruction. Teachers will be given time to examine the 8 Math Practices and incorporate them into lessons using current the math programs.				
Groups participating in this goal: <ul style="list-style-type: none"> <li>All students, Socioeconomically disadvantaged, English Learners</li> </ul>		Anticipated annual growth for each group: <ul style="list-style-type: none"> <li>100% of students will achieve proficient (grade of 4) or better on their report card for subjects in Math.</li> </ul>		
Means of evaluating progress toward this goal: <ol style="list-style-type: none"> <li>Glenco and Harcourt Math Assessments</li> <li>Cut-points for Retentions checklist</li> <li>Common Core State Standards staff development</li> <li>Student Report Cards</li> </ol>		Group data to be collected to measure gains: <ol style="list-style-type: none"> <li>Report Cards</li> <li>Frequent progress reports to parents</li> <li>Glenco and Harcourt Math Assessments</li> </ol>		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time after school	September 7 - May 2	Intervention Teachers	\$6,500	District
Small group instruction during workshop	August 7-May 30	None	None	
Math Inservice and collaboration	August 7-May 30	Substitutes	\$2,600	Common Core Funds

## Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # <u>3</u> Through school wide programs, Oak Hill will provide a safe and drug free school for all its students.				
Groups participating in this goal:		Anticipated annual growth for each group:		
<ul style="list-style-type: none"> <li>All students</li> </ul>		<ul style="list-style-type: none"> <li>Five percent reduction in Class I's and suspensions</li> </ul>		
Means of evaluating progress toward this goal:		Group data to be collected to measure gains:		
<ol style="list-style-type: none"> <li>Class I documentation</li> <li>Suspension documentation</li> </ol>		<ol style="list-style-type: none"> <li>Actual Class I and suspension numbers (07-08 compared to 08-09)</li> </ol>		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Telephone calls by the administration informing parents of Class I violations and suspensions	August 7-May 13	None	None	Sacramento Children's Home Mental Health Services Act Grant
2 <sup>nd</sup> Step Violence Prevention and Life Skills	August 7-May 13	None	None	
Green Beret Conflict Mediation	August 7-May 13	None	None	
Stop and Think Life Skills Program	September 12-April 13	Lessons taught by Children's Home Advocate	None	
Steps to Respect	August 7-May 30	None	None	Site Funds SCOE Bully Prevention Grant Site Funds
Lead Teacher will assist administration with students having behavior difficulties.	August 7-May 30	Salary difference between teacher and Lead Teacher salary	\$7,500	
Healthy Play Program	August 7 – May 30	Training & books Equipment & Subs	\$7,250 \$400	
Provide Teachers with 2-way radios	January 7-February 28	2-way radios	\$11,000	Site Funds

## **Use of Fiscal Resources**

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

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

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

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

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

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

**Expenditures are allowable** if they:

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



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

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

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

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

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

**The district may also reserve funds for:**

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

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

## Programs Included in this Plan

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

State Programs	Allocation
California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school	\$ 0
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	\$ 0
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 17,094 (s)
Art, Music and PE Block Grant (one time) <u>Purpose:</u> Art and music enrichment	\$ 0
Art, Music and PE Grant (ongoing) <u>Purpose:</u> Art and Music enrichment	\$ 0
Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	\$ 0
Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school	\$ 0
School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$ 0
School Improvement Program Fund <u>Purpose:</u> Improve school programs	\$ 0
School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety	\$ 0
Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students	\$ 0
GATE	\$ 0
<input checked="" type="checkbox"/> Lottery	\$ 23,880(s)
Total amount of state categorical funds allocated to this school	\$ 0 district controlled \$40,974 - site controlled

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 125,256 (d)
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 0
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 61,048 (d)
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ 0
Total amount of federal categorical funds allocated to this school	\$186,304 – district controlled \$ 0 – site controlled
Total amount of state and federal categorical funds allocated to this school	\$186,304 – district controlled \$40,974 – site controlled



## CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Costs (included benefits when applicable)	Funding Source	
		State and	District
GATE Stipend	\$750		\$750
Intervention Teachers	\$35,500		\$35,500
ELL Support	\$85,000		\$85,000
Supplies and Materials	\$10,250	\$10,244	
Accelerated Reader	\$7,000	\$7,000	
Technology Technician	\$22,500	\$22,500	
Library Technician	\$22,500	\$22,500	
Lead Teacher (Stipend)	\$1,750	\$1,750	
2-way Radios	\$11,000	\$11,000	
<b>Total Estimated Costs</b>		\$74,994	
<b>Projected Revenue</b>		\$74,994	

## School Site Council Membership

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

Names of Members	Administrator	Classroom Teacher	Other School Staff	Parent or Community Member
Patty Spore	X			
Chris Miyazaki			X	
Mary Ann Wilson		X		
Gina Oswalt		X		
Randi Phillips		X		
Susie Lacy				X
Angel Hughes				X
Lyudmila Yakubovskaya				X
Irina Gayduchik				X
Simona Brincovan				X
Numbers of members of each category	1	3	1	4

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

## Recommendations and Assurances

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

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

☒ English Learner Advisory Committee

☒ Community Advisory Committee for Special Education Programs

☒ Gifted and Talented Education Program Advisory Committee

☐ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on:  
January 23, 2014.

Attested:

\_\_\_\_\_  
Patricia Spore

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Susie Lacy

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date



## Acronyms and Specialized Terms

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

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

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

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



**OAK HILL ELEMENTARY SCHOOL  
SCHOOL SITE COUNCIL BYLAWS**

**Revised April 3, 2005**

ARTICLE I:       The name of this committee shall be the OAK HILL  
SCHOOL SITE COUNCIL.

ARTICLE II:       **PURPOSE**

The purpose of this council shall be to:

1. Assist in the development of the School Improvement Plan
2. Have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils, with the implementation of the School Improvement Program, and to assess periodically the effectiveness of the program.
3. Annually review the School Improvement Plan.
4. Establish a school improvement budget that is consistent with the Education Code, and if necessary, make modifications in the plan to reflect changing improvement needs and priorities.

ARTICLE III:      **MEMBERSHIP**

**Section 1.** The council shall be composed of a school site administrator and representatives of the teachers and/or other staff members elected by teachers at the school. Other community members shall be elected by the parents of the pupils attending this school.

**Section 2.** The council shall be constituted so as to ensure parity between, (a) an administrator, classroom teachers, and other school personnel and (b) the parents and other community members who are elected by the parents.

Section 3. Classroom teachers shall comprise the majority of those persons representing school staff. The Parent Volunteer Coordinator is considered school personnel.

Section 4. The membership of this committee shall not exceed 10 persons with voting privileges.

Section 5. The president and vice-president of the Student Body of this school will be invited to be part of this council, but without voting privileges.

Section 6. In the event that all alternates are utilized to fill vacated sports the Secretary will post a public notice that there is a position available on the Council. The School Site Council will then appoint a new member to the Council from the list of names to serve the remainder of the vacated term.

Section 7. Members shall serve for a two-year term

ARTICE IV:

**DUTIES OF THE COUNCIL MEMBERS:**

It shall be the duty of all council members to:

Section 1. Attend all meetings or contact the Chairperson to provide alternates when it is impossible to attend in person. Such alternates shall have full voting privileges.

Section 2. Accept positions as officers or subcommittee members when so appointed or elected, unless unable to carry out duties entailed.

Section 3. The Council shall serve as the nomination committee. A notice will be sent out in March to inform perspective peer groups of an upcoming election of members. Nominations will be taken before and during the April meeting with nominations to be closed at the adjournment of the April meeting. Elections of members will be held prior to the June meeting, at which time nominations will be accepted and the election of council officers will be held.

Section 4. Resignations will be accepted only upon written notice to the Chairperson. The vacated position will be filled by the alternate that is next in line according to the election results.

Section 5. A member can be removed after failing to attend three (3) or more meetings and/or failing to send an appropriate alternate.

ARTICLE V: **OFFICERS:**

Section 1. The officers of this council will be comprised of: The Chairperson, First Vice-Chairperson, and the Second Vice-Chairperson.

Section 2. The positions of Chairperson and First Vice-Chairperson will be held by the elected parents or community members.

Section 3. The position of the Second Vice-Chairperson will be held by a school site administrator of Oak Hill Elementary.

Section 4. The position of Secretary will be performed by the Parent Volunteer Coordinator.



ARTICLE VI: **DUTIES OF OFFICERS**

Section 1. It shall be the duty of the Chairperson to preside over all meetings.

Section 2. It shall be the duty of the Chairperson to be the District Advisory Council Representative or to send a qualified alternate.

Section 3. In the absence or disability of the Chairperson, the First Vice-Chairperson shall assume the duties of the Chairperson.

Section 4. Should both the senior officers be unavailable, the Second Vice-Chairperson shall preside over the meeting.

Section 5. The Secretary shall keep the minutes of all meetings, attend to correspondence, and send out publicity as directed, with the assistance of SIP-funded school personnel.

Section 6. The outgoing officers will preside over the June transitional meeting.

ARTICLE VII: **ELECTION OF OFFICERS**

Section 1. All officers shall be elected or selected by the council membership after either volunteering or being nominated for the position.

Section 2. Should an officer resign before the new elections are held, the Chairperson shall appoint a

member in good standing to assume the office until the next regular meeting when the vacancy can be filled.

Section 3. Any officer may be removed by a two-thirds (2/3) vote of all members sitting on the School Site Council whenever in the judgment of the council the best interest of the council would be served thereby.

#### ARTICLE VIII: **MEETINGS AND QUORUMS**

Section 1. Meetings will be held once per month on a day that is agreed upon by the majority of this council.

Section 2. All agenda items will be submitted to the Secretary within one week prior to the meeting.

Section 3. All members will be notified one week prior to each meeting by the Secretary or a committee member.

Section 4. A simple majority of the membership and/or alternates present shall constitute a quorum.

Section 5. The transitional meeting held in June will include both the old and new members.

#### ARTICLE IX: **COMMITTEES**

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

ARTICLE X:     **AMENDMENTS**

Section 1. These bylaws may be amended at any regular meeting by a two-thirds (2/3) vote of the quorum.

ARTICLE XI:    **SITE PROPERTY**

Section 1. All information, minutes, and correspondence pertaining to the Site Council shall be kept in a file on the school site, under the direction of the SIP Coordinator.

**Chart of Requirements for *The Single Plan for Student Achievement***

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

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



School & Library Improvement BG		X
Pupil Retention Block Grant		X
School Safety Block Grant **		
Title V Innovative Programs		X
Title IV, Safe & Drug-free Schools **		X
Title III, English Learners		X
Title II, Improving Teacher Quality		X
High Priority Schools		
Immediate Intervention/USP		
Title I, Program Improvement		X
Title I, Schoolwide	X	X
Title I Targeted Assistance		X
EIA, State Compensatory Education		X
Economic Impact Aid (EIA) English Learners		X
LEGAL CITATION	20 USC 6314(b)(2)(A)	
REQUIREMENTS		
School site council (SSC) constituted per former EC 52012	EC 64001(g)	

<b>Appendix B: SSC developed plan and expenditures</b>	EC 64001(a)	X	X	X	X	X			X	X	X	X		X	X
	EC 41572														X
	EC 41507													X	
	EC 35294.1(b)(1)												X		
SSC annually updates the plan	EC 64001((g)	X	X	X	X	X			X	X	X	X		X	X
	EC 35294.2(e)												X		
Governing board approves SPSA	EC 64001(h)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	EC 52055.630(b)							X							
Policies to insure all groups succeed	20 USC 6316(b)(3)					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)					X									
Submit High Priority annual report after public LEA governing board review	EC 52055.640							X							
<b>III. Funding</b>															
Plan includes proposed expenditures to improve academic performance	EC 64001(g)	X	X	X	X	X	X		X	X	X	X			
	EC 52853	X	X	X	X	X						X			
	EC 52054						X								
	20 USC 6316(b)(3)					X									
	20 USC 6315(c)			X											
	20 USC 6314(b)(2)(A)				X										
Describe centralized services expenditures	5 CCR 3947(b)	X	X												
<b>IV. Standards, Assessment, and Accountability</b>															
Comprehensive assessment and analysis of data	EC 64001(f)	X	X	X	X	X	X		X	X	X	X			
	EC 52055.620(a)(1) - (3)							X							
	EC 52054						X								
	20 USC 7115(a)(1)(A)										X				
	20 USC 6314(b)(1), (2)(A)				X										
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X	X	X			
	EC 52853	X	X	X	X	X						X			
	EC 52055.625(c)							X							
	EC 35294.2(e)												X		
	EC 32228.5(b)												X		
	20 USC 7115(a)(2)										X				

[illegible]

Steps to intended outcomes	EC 52054 5CCR 3930		X	X	X	X	X		X							
Account for all services	5CCR 3930		X	X	X	X			X							
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X	X	X	X	X	X	X	X		X	X				
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				X											
-Allow all to meet/exceed standards;	20 USC 6315(c)			X	X											
-Are effective, research based;	20 USC 6316(b)(3) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)			X	X	X										
-Strengthen core academics;	EC 52054				X			X								
-Address under-served populations;	EC 52055.625(b), (c)				X			X								
-Provide effective, timely assistance;	20 USC 6314(b)(1)(I), (2)(A)				X											
-Increase learning time	20 USC 6316(b)(3); 20 USC 6314(b)(1)(B), (2)				X		X									
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B), (2)			X	X											
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)				X											
-Coordinate state and federal programs	20 USC 6315(c)(1)(H) 20 USC 6314(b)(1)(J), (2)(A)			X	X											
-Transition from preschool	20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)			X	X											
Provide an environment conducive to learning	EC 52055.625(f)(1) EC 52055.620(a)(6) 20 USC 7114(d)(1)								X			X				
Enable continuous progress	5CCR 3931	X	X	X	X	X			X		X	X				
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1) 5CCR 3937	X	X	X	X	X			X	X		X				
Align curriculum, strategies, and	EC 52853	X	X	X	X	X						X				



## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** January 30, 2014

**To:** Center Unified Board of Trustees

**From:** McClellan High School (Lisa Coronado)

**Principal's Initials:** \_\_\_\_\_

**Action Item**   X  

**Information Item**

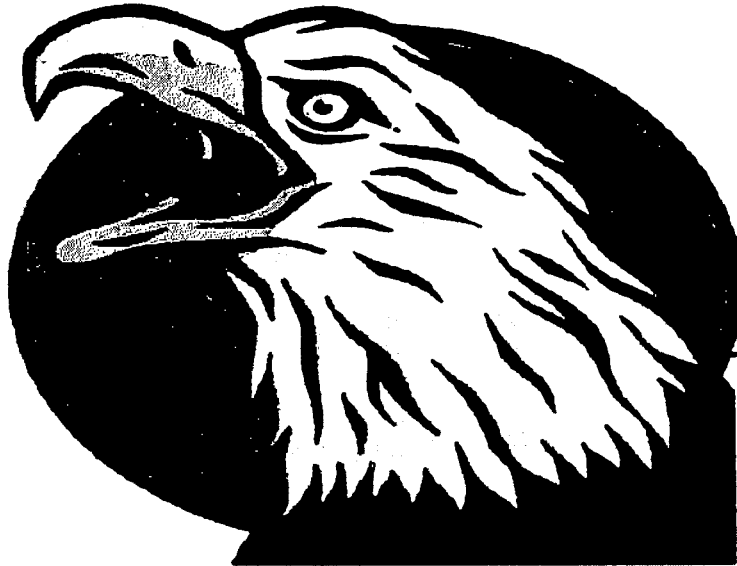
**# Attached Pages** 93

**SUBJECT:** 2013-2014 Safe School and Emergency Preparedness Plan –  
McClellan High School

**RECOMMENDATION:** The CJUSD Board of Trustees Approve the 2013-2014  
Safe School and Emergency Preparedness Plan – McClellan High School

**CONSENT AGENDA**

**McClellan High School**



**Safe School**

**And**

**Emergency Preparedness Plan**

**Center Joint Unified School District  
Antelope, CA**

Revised January 2014

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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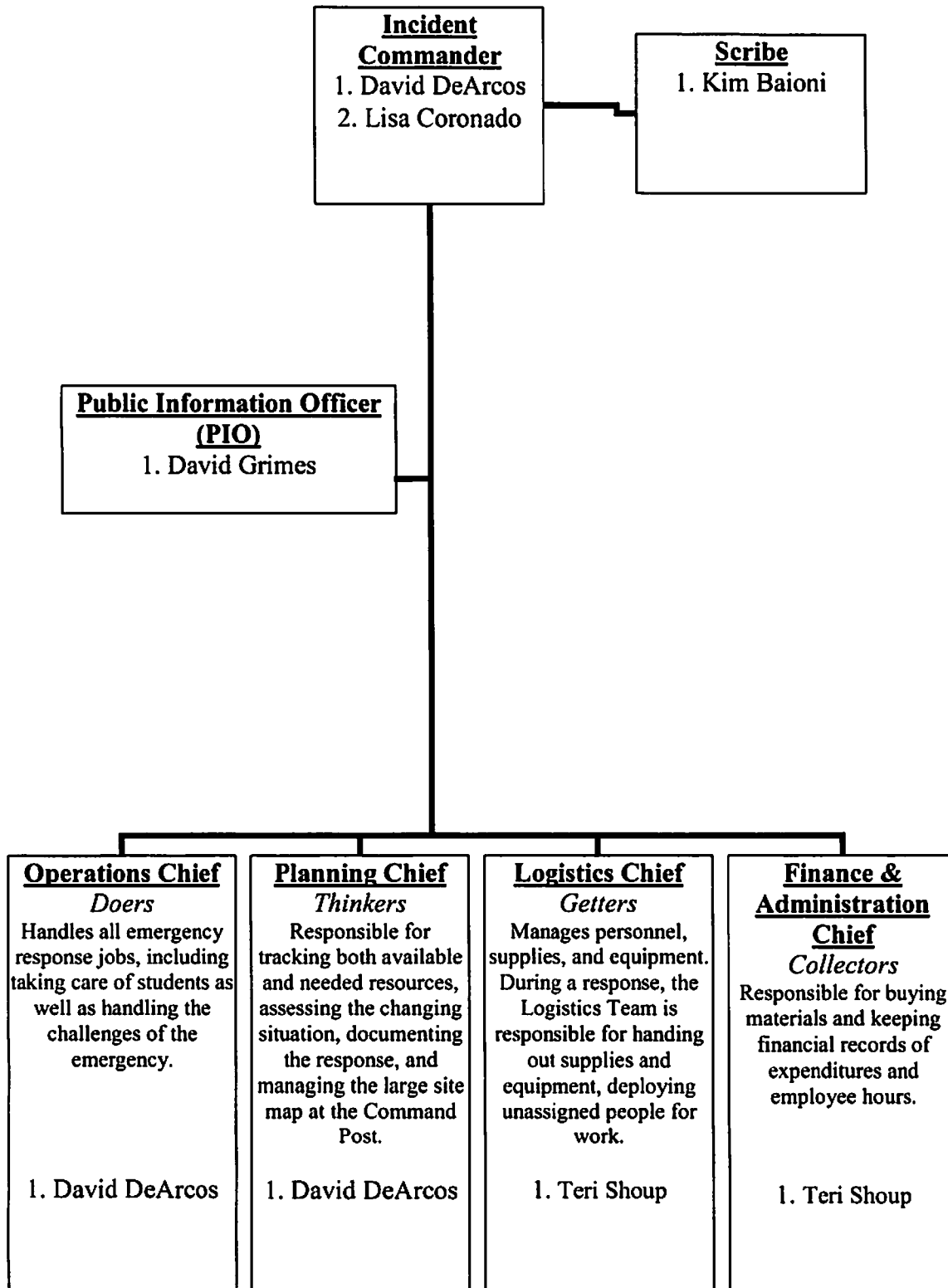


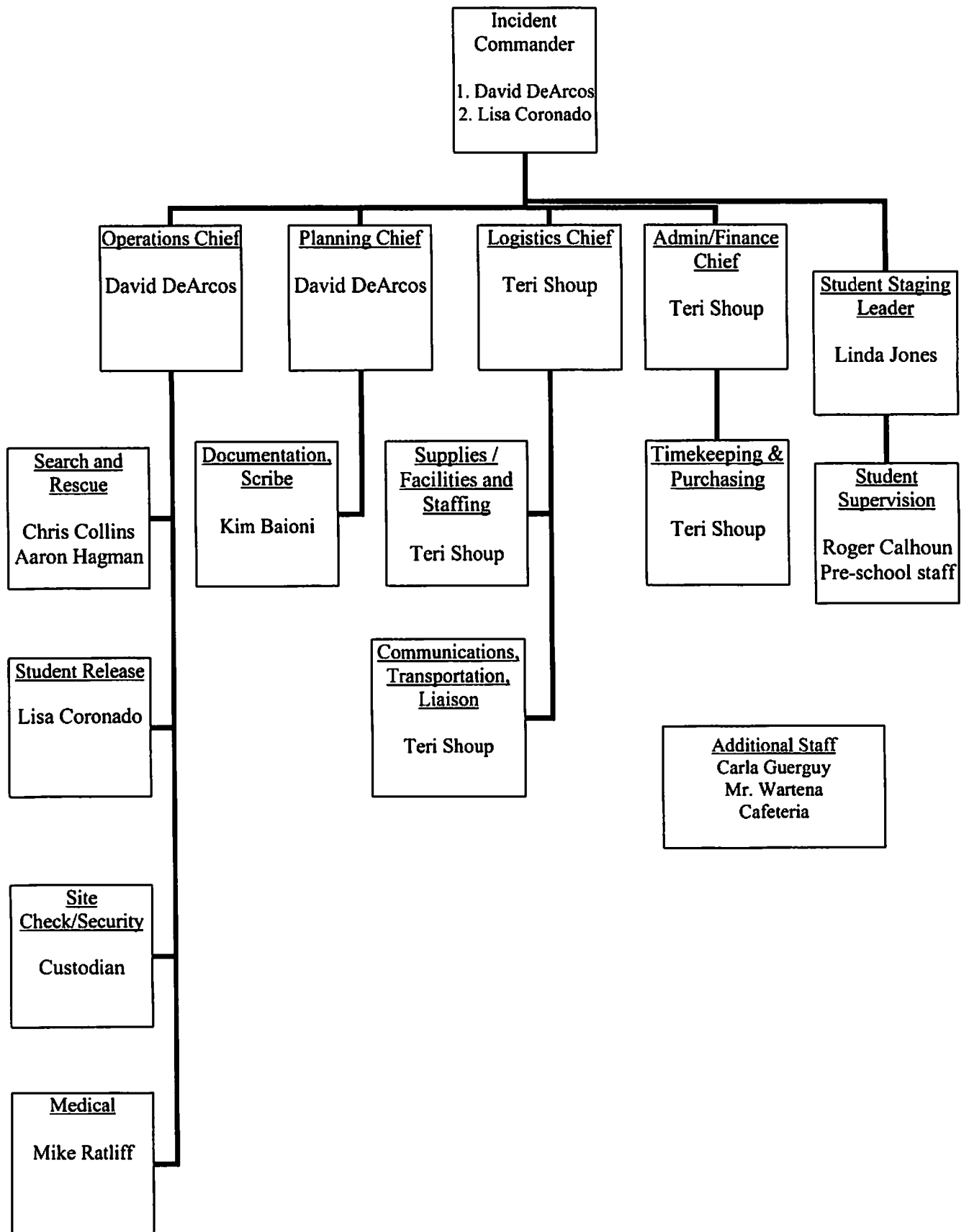
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 INCIDENT COMMAND SYSTEM**

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

## McClellan High School Incident Command System





## Incident Command Descriptions

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

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

### ***Admin/Finance Chief***

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

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

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



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

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

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

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

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

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

**Liaison:** The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## **SECTION 2 STAGING AREAS**

Indoor Command Post:

1. Office
2. Room 7

Outdoor Command Post:

1. Picnic Tables outside multipurpose
2. Lower parking lot near weight room

Triage Area:

1. Multipurpose
2. Middle parking lot

Parent Reunification Area: South parking lot

Bus Staging Area: North parking lot

Media Staging Area: North 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 staff 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**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

-----  
**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

-----  
**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

## **SECTION 6 SCHOOL PARTNERSHIPS**

### Off Site Partnership

[REDACTED]  
Directions: (From McClellan High School) [REDACTED]  
[REDACTED]

## SECTION 7 RESOURCES

### Staff List/Special Skills

#### Staff Emergency Information

Staff Member			
MHS	Phone Number	Health Concerns	Special Skills
<i>Credentialed</i>			
Baioni, Kim	(confidential)		
Collins, Chris			
Coronado, Lisa			
DeArcos, David			
Guerguy, Carla			
Hagman, Aaron			
Ratliff, Mike			
<i>Classified</i>			
Calhoun, Roger			
Jones, Linda			
Montgomery, Lee			
Shoup, Teri			
<b>Pre School</b>			
Chris Berger			

## **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
- North County Elementary School: (916) 338-6480

## **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:

- Arson Prevention (every other year – odd years) –
- Bloodborne Pathogens for School Employees (every other year – even years) –
- Code Red Lockdown Training (annually) –
- CPR Training (every other year – even years) –
- NIMMS/ICS video (discuss components annually, can watch video every other year) – 11/20/13
- Mandated Child Abuse Reporter Training (annually) –
- Triage Training (every other year – even years) –

\* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.



## **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 AFTER-HOURS CRISIS PROCEDURES**

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

Train custodians on what role they should take during after-hours events. Ensure custodians have the Twin Rivers' Police Department phone number memorized. Also, ensure custodians carry a phone so they may be communicated with if a crisis occurs.

## **SECTION 3 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. Cell phones should also not be used.

### 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 the bomb threat. 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, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. 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.
- d. 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.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

### 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. Ask the questions in the order they are listed. 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 4      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 5      CHEMICALS/BIOHAZARD/GAS ODOR**

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

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

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

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

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

## **SECTION 6 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 7      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 8 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 9      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 returning to building under earthquake.)

### Minor Flooding

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

## **SECTION 10 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 11     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 12     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 13 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 14 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 15 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 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 16 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 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 17 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.
6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.
7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.
8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.
9. Reimbursement: The Red Cross will reimburse the Owner for the following:
- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
  - b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*

*Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.*

## **SECTION 18 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 19 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 Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint Unified School District Mission Statement

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

#### School Mission Statement

The mission of McClellan High School is to provide an environment for students to develop:

*Integrity*  
*Responsibility*  
*Respect*

## **SECTION 2      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

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

#### **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. On the most recent survey, 69% of students stated that the rules are clear and consistent "most of the time" or "all of the time." 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. On the most recent survey, 63% of students stated that they feel they "belong" "most of the time" or "all of the time." 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
- Student recognition – perfect attendance, honor roll
- Student run assemblies
- Basketball team

**Objective #3: Encourage Parent Participation.** As a result of our Safe Schools Survey, parents will be encouraged to participate in school activities. On the most recent survey, 50% of parents agreed that they are encouraged to participate in school activities, while 50% disagreed or had a neutral opinion. Our next Safe Schools survey will reflect an approval rating of 80% or better as it relates to encouraging parent participation at McClellan High School.

##### *Related Activities:*

- Automated messages will be sent to parents of students who will be honored at the school assembly.
- Automated messages will be sent to parents for all school events.



## **SECTION 4      DESCRIPTION OF PHYSICAL ENVIRONMENT**

McClellan High School is located in the northern region of Antelope at the North end of Sacramento County. 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 is the practice of McClellan High 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.

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

#### **Related Activities:**

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

**Objective #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 maintain a rating of 80% or better as it relates to McClellan High School having a safe environment.

#### **Related Activities:**

- Each morning, the campus monitor will walk through the plant and submit work orders to the school secretary for any hazards observed to ensure a safe physical environment.
- 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. Our next Safe Schools Survey will maintain a rating of 80% or better as it relates to Students feeling safe while at McClellan High School.

#### **Related Activities:**

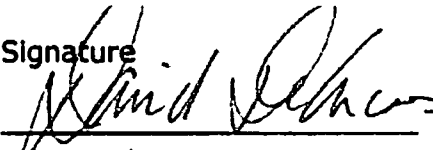

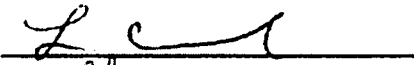


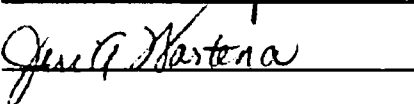
- The campus monitor will notify the administrator of areas where security can be improved here at MHS.
- The staff members will be alerted for any intruders on campus.
- Staff members will be assigned before and after school duties to ensure adult supervision of all areas of the campus.
- The campus monitor will monitor the perimeter and inner workings of the campus during school.
- Teachers shall be outside their classrooms during passing periods.

## SECTION 6 SIGNATURE SHEET

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

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

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

Member	Title	Signature
<u>David De Arcos</u>	Principal	<u></u>
<u>Mal Michael Ratliff</u>	Teacher	<u></u>
<u>Lisa Coronado</u>	Teacher	<u></u>
<u>Carla Greenguy</u>	Counselor	<u></u>
<u>Teri Shoup</u>	Secretary	<u></u>
<u>Jeri Wartona</u>	Parent	<u></u>

## **Appendix A**

**(Insert Classroom Phone Numbers Here)**

## **Appendix B**

**(Insert Utility Shut-Off Map Here)**



## **Appendix C**

**(Insert Evacuation Map Here)**

## **Appendix D**

**(Insert Off Campus Evacuation Map Here)**

## Appendix E

### EOC Message Form

#### Student & Staff Accountability Form

DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ROOM #: \_\_\_\_\_

FORM COMPLETED BY: \_\_\_\_\_

# of students enrolled in this class:

# of students marked absent in this class:

Please list students marked absent by name: \_\_\_\_\_

# of students unaccounted for\* in this class:

\*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name: \_\_\_\_\_

Are there any adult staff from this room unaccounted for? \_\_\_\_\_

If so, please list by name: (Include staff staying behind with injured) \_\_\_\_\_

# of students with you but not on roster:

Please list these students by name: \_\_\_\_\_

# of extra adults in room

Please list extra adults by name: \_\_\_\_\_

For Command Staff: \_\_\_\_\_ Missing students/adults recorded

#### EOC Message Form Data

Tally and insert into the grid below

<u>Category</u>	<u>Description</u>	<u>Number</u>
<b><u>A</u></b>	<b>Fatalities</b>	<input style="width: 80px;" type="text"/>
<b><u>B</u></b>	<b>Minor Injuries (First aid only)</b>	<input style="width: 80px;" type="text"/>
<b><u>C</u></b>	<b>Injuries - Ambulance (Major + Moderate)</b>	<input style="width: 80px;" type="text"/>
	<b>Major (Immediate):</b> 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.	<input style="width: 80px;" type="text"/>
	<b>Moderate (Delayed):</b> Burns, major multiple fractures, back injuries with or without spinal cord damage.	<input style="width: 80px;" type="text"/>
<b><u>D</u></b>	<b>Property Damages</b>	<b><u>Circle One</u></b>
	<b>Major damage:</b> Building collapse, building leaning, major ground movement causing large cracks in ground.	<b>Major</b>
	<b>Moderate damage:</b> Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).	<b>Moderate</b>
	<b>Minor damage:</b> Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	<b>Minor</b>

\_\_\_\_\_ Triage recorded

## Appendix F

# 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 G

## 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

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF REPORTING PARTY		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S CURRENT ADDRESS (SEE INSTRUCTIONS)		State	City	Zip	IS EDUCATOR REPORTING WITHOUT THE CREDENTIAL
	REPORTER'S TELEPHONE (OFFICE)		TELEPHONE		TELEPHONE DATE	
<b>B. REPORT INFORMATION</b>	TO LAW ENFORCEMENT TO COUNTY PROSECUTOR		AGENCY			
	TO COUNTY WELFARE / CFS (Child Protective Services)		ADDRESS		DATE OF PHONE CALL	
	OFFICIAL CONTACTED: TITLE		TELEPHONE			
<b>C. VICTIM INFORMATION</b>	NAME (LAST FIRST MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		State	City	Zip	TELEPHONE
	PRESENT LOCATION OF VICTIM		SCHOOL		CLOSE	DATE
	PHYSICALLY DISABLED	MENTALLY DISABLED	OTHER DISABILITY (SPECIFY)		PREVAILING LANGUAGE	
	YES	YES			SPEAKS ENGLISH	
	TYPE OF CASE		TYPE OF ABUSE (CHECK ONE OR MORE)			
	1. CHILD NEGLECT OR CHILD CARE CENTER 2. FOSTER FAMILY HOME 3. FOSTER CARE 4. GROUP HOME OR INSTITUTION 5. RESIDENT HOME		1. PHYSICAL 2. SEXUAL 3. EMOTIONAL 4. NEGLECT 5. OTHER (SPECIFY)			
RELATIONSHIP TO REPORTER		PHOTO IDENTIFY		DATE OF INCIDENT ACTIVITY (YES)		
<b>D. INVOLVED PARTIES</b>	NAME		STATE	CITY	ZIP	ETHNICITY
	1. _____		2. _____		3. _____	
	NAME (LAST FIRST MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		State	City	Zip	TELEPHONE
	NAME (LAST FIRST MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		State	City	Zip	TELEPHONE
	SUSPECTS (LAST FIRST MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		State	City	Zip	TELEPHONE
	OTHER RELEVANT INFORMATION					
	<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA COPIES OF OTHER PAPERS AND CHECK THE BOX <input type="checkbox"/> IF ALL INFORMATION CONCERNING THIS INCIDENT				
DATE / TIME OF INCIDENT		PLACE OF INCIDENT				
REPORTER'S DESCRIPTION (This section contains the mandated reporter observational notes accompanying the written report and may contain sensitive information. It is not to be released to the public.)						

32 (572 Rev. 12/97)

#### DEFINITIONS AND INSTRUCTIONS ON REVERSE

REPORTER must 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 22 (223) if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY - Police or Sheriff's Department; BLUE COPY - County Welfare or Probation Department; GREEN COPY - District Attorney's Office; YELLOW COPY - Reporting Party

## Appendix H

Center Joint Unified School District  
• 8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329

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### Williams Complaints Classroom Notice

#### Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, 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.

*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.*

*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.*

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at [centerusd.org](http://centerusd.org). 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>.

August 2013



### Williams Complaints Form

*Education Code (EC) Section 35186 created 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, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.*

Response requested: ☐ Yes ☐ No

Name (Optional): \_\_\_\_\_ Mailing Address (Optional): \_\_\_\_\_

Phone Number Day (Optional): \_\_\_\_\_ Evening (Optional): \_\_\_\_\_

Issue of complaint (please check all that apply):

**1. Textbooks and Instructional Materials**

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

**2. Facility Conditions**

- ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- ☐ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

**3. Teacher Vacancy or Misassignment**

- ☐ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is 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.)
- ☐ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- ☐ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

**4. High School Exit Examination (For school districts who receive intensive instruction funds)**

- ☐ Pupils who have not passed the high school exit exam by the end of 12<sup>th</sup> grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: \_\_\_\_\_

Location of Problem (School Name, Address, and Room Number or Location): \_\_\_\_\_

Course or Grade Level and Teacher Name: \_\_\_\_\_

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. \_\_\_\_\_

Please file this complaint at the following location:

David Grimes, Director of Personnel/Student Services 8408 Watt Avenue, Antelope, CA 95843

## **Appendix I**

### **Center Joint Unified School District Discipline Policies**

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1           \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2           \*48900(a-2): Use of Force or Violence (S)
- 3           \*48900(b): Weapons (S)
- 4           \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5           \*48900(d): Drugs or Alcohol, Sale of (S)
- 6           \*48900(e): Robbery/Extortion (S)
- 7           \*48900(f): School Property Damage (S)
- 8           \*48900(g): Property Theft (S)
- 9           \*48900(h): Tobacco, Possession/Use(S)
- 10          \*48900(i): Language, Obscene/Profanity (S)
- 11          \*48900(j): Drugs, Paraphernalia (S)
- 12          \*48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13          \*48900(l): Stolen Property, Possession of (S)
- 14          \*48900(m): Firearm, Imitation (S)
- 15          \*48900(n): Sexual Assault (S)
- 16          \*48900(o): Harassment, Witness (S)
- 17          \*48900(p): Soma, Selling of (S)
- 18          \*48900(q): Hazing (S)
- 19          \*48900(r): Bullying/Harassment (S)
- 20          \*48900(t): Aids or Abets Physical Injury(S)
- 21          \*48900.2: Sexual Harassment (S)(E)
- 22          \*48900.3: Hate Violence (S)(E)
- 23          \*48900.4: Harassment, threats, intimidation (S)(E)
- 24          \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25          \*48900.7(b): Terroristic Threat (S)(E)
- 50          \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51          \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52          \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53          \*48915(a-4): Robbery/Extortion (S)(E)
- 54          \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55          \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56          \*48915(c-2): Brandishing a Knife (E)\*\*
- 57          \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58          \*48915(c-4a): Sexual Assault(E)\*\*
- 59          \*48915(c-4b): Sexual Battery (E)\*\*
- 60          \*48915(c-5): Possession of an Explosive (E)\*\*

## **Appendix J**

### **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 K**

### **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 L**

### **Nondiscrimination/Harassment Policy**

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 M

### Site Dress Code

#### Student Appearance/Dress Code

Students are expected to attend school in clean, neat clothing. At all times, student attire should be suitable for employment in the community. All students shall abide by the following:

1. Shoes must be worn at all times, no bedroom slippers.
2. No pajamas.
3. Hats may be worn as long as they follow other dress code rules. Hoods, doo rags, or otherwise may not be worn anywhere on campus at anytime. Hats cannot be worn in the classroom.
4. All clothing and accessories shall be within the bounds of decency, safety and good taste. Clothing should be sufficient to cover undergarments at all times with NO bare midriffs, half shirts, crop tops, sheer and/or low cut garments allowed at school. No sagging, short shorts, or short skirts. Shorts, skirts, and/or dresses may be no shorter than the tips of the student's fingertips when student is standing normally (no shrugged shoulders) with her/his arms straight at her/his side.
5. Tattoos, brands, and other body marks need to be appropriate, following all dress code rules enforced by the school. Inappropriate tattoos would include those that contain profanity, gang references, or are considered to be outside the bounds of decency, safety and good taste. If a tattoo is deemed inappropriate by the administrator, the student will be required to cover the tattoo before entering school campus and keep it covered the entire day or else receive a dress code referral with the consequences below.
6. No gang symbols will be worn, written on student belongings and/or on the student's skin or hair, such as directional words (north, south, east, and west). No shaved eyebrows.
7. The school board has given the school administration and staff the authority to request that any clothing or accessory that may have a gang connotation be removed or not worn.

**Level 1 Consequences:** Will remain in effect for the whole year. There is no "fresh start."

**First Offense:** Student sent home to change. Parent contacted. Offense documented. Student given a "U" for every class missed.

**Second Offense:** Student sent home to change. Parent contacted. Offense documented. Student given a "U" for every class missed.

**Third Offense:** Student sent home, suspended for 2 days.

**Each Additional Offense:** Student will be sent home with an additional day of suspension for each offense for the remainder of the school year (i.e. Fourth Offense = 3 day suspension; Fifth Offense = 4 day suspension).

**Level 2 Consequences:**(Imposed immediately and bypassing Level 1 Consequences)

Students who are wearing red and/or blue and also displaying gang behavior will be suspended five (5) days, subject to an expulsion determination as per Education Code 48900 (i), (k-16).

*Center Joint Unified School District*

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Riles Middle School</b>	<b>Action Item</b> _____ <b>X</b>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b> _____
<b>Date:</b>	<b>February 19, 2014</b>	<b># Attached Pages</b> _____ <b>92</b>
<b>From:</b>	<b>Joyce Frisch, Principal</b>	
<b>Principal/Administrator Initials:</b>	_____	

**SUBJECT: 2013-2014 Safe School and Emergency Preparedness Plan - Riles**

**Riles Middle School would like Board approval for the attached 2013-2014 Safety Plan.**

**RECOMMENDATION: CUSD Board of Trustees approve the 2013-2014 Safe School and Emergency Preparedness Plan for Riles.**

# CONSENT AGENDA

# **Wilson C. Riles Middle School**



**Safe School**

**And**

**Emergency Preparedness Plan**

**Center Joint Unified School District  
Antelope, CA**

*Revised January 2014*

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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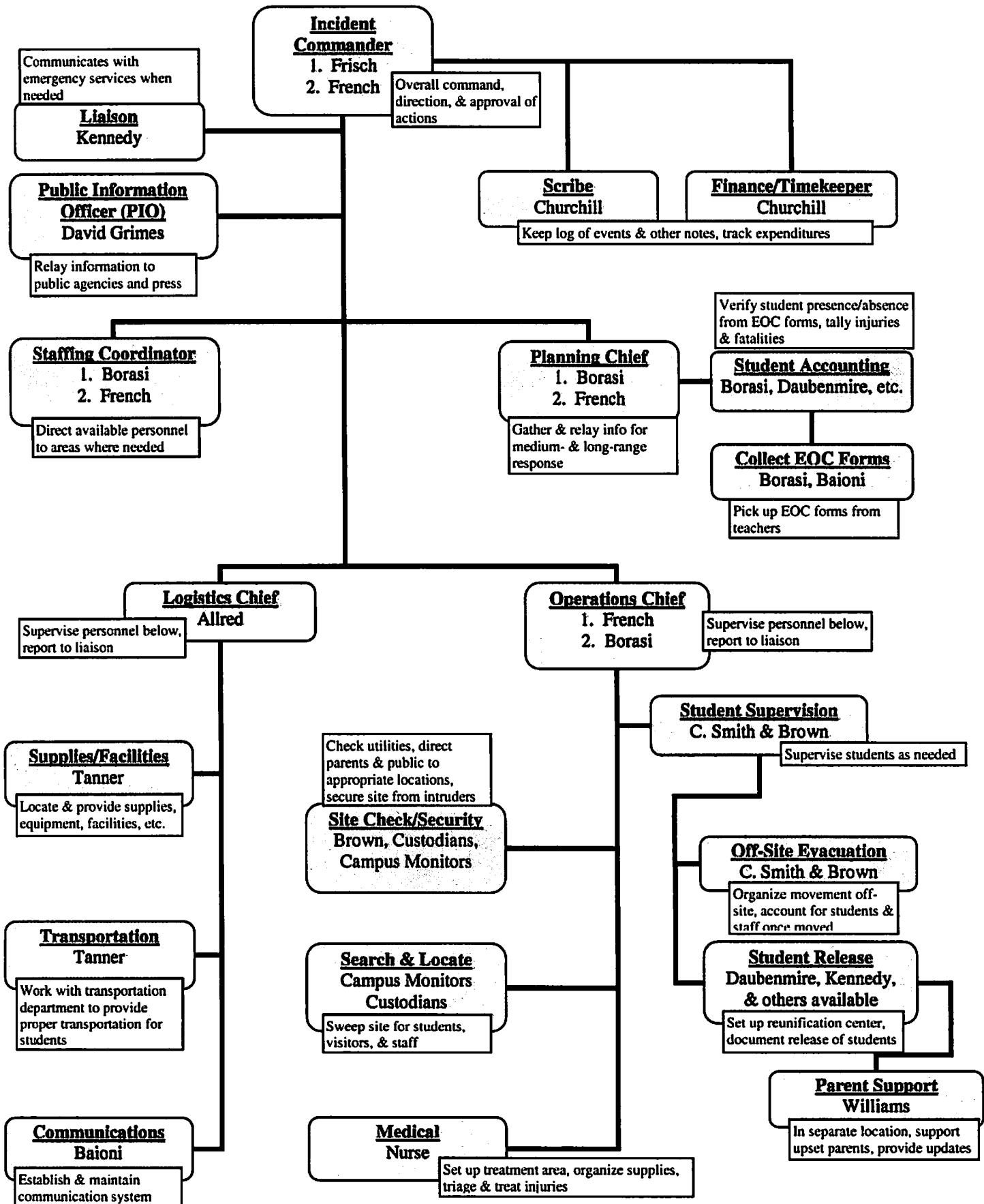
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 INCIDENT COMMAND SYSTEM**

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

# Wilson C. Riles Middle School - Incident Command System

(All positions are fluid; personnel will be assigned as needed.)



### **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. Overhang area outside Husky Gym facing basketball courts
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 staff 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 EOC Forms.
- 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 fill out EOC form accurately, noting missing/unaccounted for students by name. Form should be given to Safety Team member collecting them.
- Necessary first aid should be performed.

## Students

### In own class

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

### NOT in own class

- 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 their 2<sup>nd</sup> period teacher.

## 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 List – Health Concerns/Special Skills

TEACHERS	Phone #	Room/Ext #	Health Concerns	Special Skills
Allred, Marie				
Andrews, Julie				
Asbury, Jeff				
Brown, Pete				
Cline, Sherry				
Cook, Karen				
Cornwell, Marsha (SCOE)				
Haro, Esther				
Hayes, Tracy				
Jordan, Mark				
Kennedy, Caryn				
Kent, Allison				
Law, Jennifer				
Magnani, Kathy				
Morris, Vivian				
Muldoon, Carrie				
Myers, Dave				
Oliver, Michele				
Orr, Janine				
Ray, Candie				
Seele, Tina				
Seipp, Alexx				
Slay, Jennifer				
Smith, Abe				
Smith, Clay				
Swift, Windigo				
Tanner, Susan				
Telles, John				
Topper, Jamie				
Verhagen, Annelies				
Wise, Jeff				
Yee, Melvin				

OFFICE STAFF
Alzanoon, Ylba
Blackwell, Barbara
Borasi, Chris
Churchill, Michelle
Daubenmire, Tracie
French, David
Frisch, Joyce
Williams, Cheryl

<b>OTHER STAFF</b>	<b>Phone #</b>	<b>Health Concerns</b>	<b>Special Skills</b>
Baioni, Ron			
Becker, Leanne			
Domalakes, Alyssa (Orr)			
Eastteam, Eve (Speech)			
Engman, Pam (Tanner)			
Hale, Jennifer (Cornwell)			
Lal, Kris (Cornwell)			
Larson, Tera (Cornwell)			
Linder, CeCe ( Seipp)			
Livingston, Barbara (Yee)			
McBride, Erma			
Misajon, Joanna (Allred)			
Smirnov, Fedor (Orr)			
Vasilevich,Tatyana (ELD)			
Wall-Butler, Thelma (Speech)			
Warren,Errin (Orr)			
Wheat, Terry (SCOE)			
Wise, Sandy			
Xerri, Bobbi			

<b>KITCHEN STAFF</b>
Taylor, Dorothy
Chernetskiy, Lyubov
Turnquist, Nancy
Brown, Ann
Rosenbach, Akiko

<b>NOON DUTY STAFF</b>
Abdelfattan, Enssaf
Blackwell, Samantha
Butler, Cora
Evans, Jeannie
Hesson, Vicky
Richardson, Lisa
Sadek, Nicki
Tolok, Liliya
Torres, Betty

<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 Surrhne, Assistant Superintendent's Secretary: (916) 338-6337
  - Kim Rogers, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spineilli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School (916) 338-6480
- 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



**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 [REDACTED]. 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 of the school office 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 on buses 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. We would like to remind you to go over the following information with your children:

We would like to remind you 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

All trainings are annual, unless otherwise indicated. The staff will participate in the following trainings:

- Bloodborne Pathogens (15 min video + quiz)
  - Classified – September 9, 2013
  - Certificated – January 6, 2014
- Mandated Child Abuse Reporter Training (1 hour)
  - March, 2014
- Triage Training – (every other year) (18 min video + exercise)
  - Classified & Certificated – January 13, 2014
- Lockdown video (29 min video)
  - March, 2014
- CPR Training – TBA
- Preventing School Arson (every other year) (7 min video)
  - not this year
- NIMS video – (every other year) (34 min video)
  - not this year

\* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

## **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 AFTER-HOURS CRISIS PROCEDURES**

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

Train custodians on what role they should take during after-hours events. Ensure custodians have the Twin Rivers' Police Department phone number memorized. Also, ensure custodians carry a phone so they may be communicated with if a crisis occurs.

## **SECTION 3      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. Cell phones should also not be used.

### **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 the bomb threat. 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, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. 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.
- d. 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.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

### 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. Ask the questions in the order they are listed. Complete this form as soon as the caller hangs up and the school administration has been notified.

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

Exact words of caller:

---

---

---

#### Questions to Ask

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

#### Caller's Voice (Circle):

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

#### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes      No      Describe \_\_\_\_\_

Speech Impediment: Yes      No      Describe \_\_\_\_\_

Unusual Phrases \_\_\_\_\_

Recognize Voice? If so, who do you think it was? \_\_\_\_\_

Background Noises (Circle):

Music            TV  
Traffic        Running Motor (type) \_\_\_\_\_  
Horns        Whistles       Bells  
Machinery   Aircraft       Tape Recorder    Other \_\_\_\_\_

Additional Information:

A. Did the caller indicate knowledge of the facility? If so, how? In what ways? \_\_\_\_\_  
\_\_\_\_\_

B. What line did the call come in on? \_\_\_\_\_

C. Is the number listed? Private number? Whose? \_\_\_\_\_  
\_\_\_\_\_

D. Person Receiving Call \_\_\_\_\_

E. Telephone number the call was received at \_\_\_\_\_

F. Date \_\_\_\_\_

G. Report call immediately to: \_\_\_\_\_  
(Refer to bomb incident plan)

Signature \_\_\_\_\_ Date \_\_\_\_\_

## THREATENING PHONE CALL FORM

Time call was received\_\_\_\_\_ Time caller hung up\_\_\_\_\_

Try to get another person on the line and record the conversation. Exact words of person:\_\_\_\_\_

\_\_\_\_\_

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? \_\_\_\_\_
2. What are you going to do? \_\_\_\_\_
3. What will prevent you from doing that? \_\_\_\_\_
4. Why are you doing this? \_\_\_\_\_
5. When are you doing this? \_\_\_\_\_
6. Where is the device right now? \_\_\_\_\_
7. What kind of device or material is it? \_\_\_\_\_
8. What does it look like? \_\_\_\_\_

Person receiving the call

Person monitoring the call

Department \_\_\_\_\_  
Dept Phone No. \_\_\_\_\_  
Home Address \_\_\_\_\_  
Date: \_\_\_\_\_

Department \_\_\_\_\_  
Dept. Phone No. \_\_\_\_\_  
Home Address \_\_\_\_\_

## **SECTION 4 BUS ACCIDENT PREPAREDNESS PLAN**

### **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 5      CHEMICALS/BIOHAZARD/GAS ODOR**

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

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

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

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

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

## **SECTION 6        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 7      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 8 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 9 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 returning to building under earthquake.)

### Minor Flooding

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

## **SECTION 10 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 11      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 12 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 13 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 14 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 15 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 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 16 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 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 17 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.
5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate

the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.
- b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering.
- c. *Reasonable, actual, out-of-pocket operational costs* to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.

## **SECTION 18      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 19      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 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 possible 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
  - 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, administrators, or counselors set up parent teacher meetings as needed or requested
- 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
- Annual Geography Bee
- Husky Olympics event
- Student postcards from teachers and staff, acknowledging positive behaviors
- Field trips for various student groups

### **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”
- PBIS 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
  - Husky Prize Wheel and donated incentives used to generate excitement over Paws Applause rewards
  - Student Store where students can use their Paws Applause coupons to redeem prizes
  - Individual classroom rewards for Paws Applause
- “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 understanding and consistent, 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 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
  - Students encouraged to share concerns with adult staff; staff directed to bring these concerns to appropriate channels: counselor, administration, or other.
  - 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 success in new state testing.

**Related Activities & Programs**

- Leadership by principal and administrative team in implementing Common Core State Standards
  - Professional training by administrative team and SCOE/PCOE personnel in Common Core teaching strategies
  - Walk-throughs by administrative team focused on noting and giving feedback on Common Core teaching shifts
- 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 effective, data-anchored programs and curriculum to maximize student learning
  - Regular meeting times designated to work on these elements
- Work by staff to create and implement components of these programs
  - Development of common curriculum & assessments
  - Development of common grading policies throughout departments
  - 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.

Three sets of re-locatable classroom buildings (seventeen 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 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:**

- To ensure a safe physical environment, the custodial staff, campus monitor, and administrators will walk through the plant each day and report any concerns observed immediately to the principal, school secretary, or lead custodian. The school secretary or lead custodian will submit work orders to address these issues. Dangerous or hazardous conditions will be dealt with immediately.

**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:

<u>Member</u>	<u>Title</u>	<u>Signature</u>
<u>Joyce Frisch</u>	Principal	<u>Joyce Frisch</u>
<u>Marie Allred</u>	Teacher	<u>Marie Allred</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>Jeanne Evans</u>	SSC Parent	<u>Jeanne Evans</u>

## **Appendix A**

**(Insert Classroom Phone Numbers Here)**

## **Appendix B**

**(Insert Utility Shut-Off Map Here)**



## **Appendix C**

**(Insert Evacuation Map Here)**

## **Appendix D**

**(Insert Off Campus Evacuation Map Here)**

## Appendix E

### EOC Message Form

#### Student & Staff Accountability Form

DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ROOM #: \_\_\_\_\_

FORM COMPLETED BY: \_\_\_\_\_

# of students enrolled in this class:

# of students marked absent in this class:

Please list students marked absent by name: \_\_\_\_\_

# of students unaccounted for\* in this class:

\*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name: \_\_\_\_\_

Are there any adult staff from this room unaccounted for? \_\_\_\_\_

If so, please list by name: (Include staff staying behind with injured) \_\_\_\_\_

# of students with you but not on roster:

Please list these students by name: \_\_\_\_\_

# of extra adults in room

Please list extra adults by name: \_\_\_\_\_

For Command Staff:

\_\_\_\_\_ Missing students/adults recorded

#### EOC Message Form Data

Tally and insert into the grid below

<u>Category</u>	<u>Description</u>	<u>Number</u>
<b><u>A</u></b>	<b>Fatalities</b>	<input style="width: 80px;" type="text"/>
<b><u>B</u></b>	<b>Minor Injuries (First aid only)</b>	<input style="width: 80px;" type="text"/>
<b><u>C</u></b>	<b>Injuries - Ambulance (Major + Moderate)</b>	<input style="width: 80px;" type="text"/>
	<b>Major (Immediate):</b> 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.	<input style="width: 80px;" type="text"/>
	<b>Moderate (Delayed):</b> Burns, major multiple fractures, back injuries with or without spinal cord damage.	<input style="width: 80px;" type="text"/>
<b><u>D</u></b>	<b>Property Damages</b>	<b><u>Circle One</u></b>
	<b>Major damage:</b> Building collapse, building leaning, major ground movement causing large cracks in ground.	<b>Major</b>
	<b>Moderate damage:</b> Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).	<b>Moderate</b>
	<b>Minor damage:</b> Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	<b>Minor</b>

\_\_\_\_\_ Triage recorded

## Appendix F

# 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 G 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 MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/EMPLOYMENT NAME AND ADDRESS Street City Zip				DO MANDATED REPORTER WITHIN THE REPORT?	
	REPORTER'S TELEPHONE (DAYTIME) ( )		SIGNATURE		DATE OF REPORT	
<b>B. REPORT NOTIFICATION</b>	COUNTY PROBATION DEPARTMENT		COUNTY PROBATION DEPARTMENT		DATE OF PHONE CALL	
	COUNTY PROBATION DEPARTMENT (Child Protection Services) Address Street City Zip					
<b>C. VICTIM</b> Check one per victim	NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS Street City Zip		TELEPHONE ( )			
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY DISABLED? YES NO	DEVELOPMENTALLY DISABLED? YES NO	OTHER DISABILITY (SPECIFY)		PRESENT HANDICAP SPEECH OTHER	
	REPORTER CATEGORY YES NO	IF VICTIM IS A BORN OR ADOPTED CHILD, CHECK TYPE OF CARE DAY CARE CHILD CARE CENTER FOSTER FAMILY HOME FAMILY FRIEND GROUP HOME OR INSTITUTION RELATIVE HOME		TYPE OF ABUSE (CHECK ONE OR MORE) PHYSICAL SEXUAL VERBAL NEGLECT OTHER SPECIFY		
	RELATIONSHIP TO SUSPECT		PHOTO IDENTIFY YES NO		DO THE PRESENT RESULTS OF THE VICTIM'S ABUSE YES NO YES NO YES NO	
<b>D. INVOLVED PARTIES</b> VICTIM'S SOURCE WITNESS SUSPECT	NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS Street City Zip		HOME PHONE ( )		BUSINESS PHONE ( )	
	NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS Street City Zip		HOME PHONE ( )		BUSINESS PHONE ( )	
	REPORTER NAME (LAST, FIRST, MIDDLE)		DATE OF BIRTH OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS Street City Zip		HOME PHONE ( )		BUSINESS PHONE ( )	
	OTHER RELEVANT INFORMATION					
	IF NECESSARY, ATTACH EXTRA COPIES OF OTHER FORMS AND CHECK THE BOX <input type="checkbox"/> IF ALL FIVE VICTIM ADVISORY AGREEMENT					
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION: What occurred? Reference the mandated reporter observations/policies and supporting the nature of and number of past incidents involving the victim(s) or suspect.					

SS 8572 (Rev. 12/91)

## DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11162 to submit to DOJ a Child Abuse Investigation Report Form SS 8563 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY - Police or Sheriff's Department. BLUE COPY - County Welfare or Probation Department. GREEN COPY - District Attorney's Office. YELLOW COPY - Reporting Party.

## Appendix H

Center Joint Unified School District  
• 8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329

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### Williams Complaints Classroom Notice

#### Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, 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.

*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.*

*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.*

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at [centerusd.org](http://centerusd.org). 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>.

August 2013

### Williams Complaints Form

**Education Code (EC) Section 35186** created 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, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: ☐ Yes ☐ No

Name (Optional): \_\_\_\_\_ Mailing Address (Optional): \_\_\_\_\_

Phone Number Day (Optional): \_\_\_\_\_ Evening (Optional): \_\_\_\_\_

Issue of complaint (please check all that apply):

**1. Textbooks and Instructional Materials**

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

**2. Facility Conditions**

- ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- ☐ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

**3. Teacher Vacancy or Misassignment**

- ☐ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is 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.)
- ☐ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- ☐ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

**4. High School Exit Examination (For school districts who receive intensive instruction funds)**

- ☐ Pupils who have not passed the high school exit exam by the end of 12<sup>th</sup> grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: \_\_\_\_\_

Location of Problem (School Name, Address, and Room Number or Location): \_\_\_\_\_

Course or Grade Level and Teacher Name: \_\_\_\_\_

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. \_\_\_\_\_

Please file this complaint at the following location:

David Grimes, Director of Personnel/Student Services 8408 Watt Avenue, Antelope, CA 95843

## Appendix I

### Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1           \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2           \*48900(a-2): Use of Force or Violence (S)
- 3           \*48900(b): Weapons (S)
- 4           \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5           \*48900(d): Drugs or Alcohol, Sale of (S)
- 6           \*48900(e): Robbery/Extortion (S)
- 7           \*48900(f): School Property Damage (S)
- 8           \*48900(g): Property Theft (S)
- 9           \*48900(h): Tobacco, Possession/Use(S)
- 10          \*48900(i): Language, Obscene/Profanity (S)
- 11          \*48900(j): Drugs, Paraphernalia (S)
- 12          \*49800(k): Disrupted School Activities / Defiance of Authority(S)
- 13          \*48900(l): Stolen Property, Possession of (S)
- 14          \*48900(m): Firearm, Imitation (S)
- 15          \*48900(n): Sexual Assault (S)
- 16          \*48900(o): Harassment, Witness (S)
- 17          \*48900(p): Soma, Selling of (S)
- 18          \*48900(q): Hazing (S)
- 19          \*48900(r): Bullying/Harassment (S)
- 20          \*48900(t): Aids or Abets Physical Injury(S)
- 21          \*48900.2: Sexual Harassment (S)(E)
- 22          \*48900.3: Hate Violence (S)(E)
- 23          \*48900.4: Harassment, threats, Intimidation (S)(E)
- 24          \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25          \*48900.7(b): Terroristic Threat (S)(E)
- 50          \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51          \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52          \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53          \*48915(a-4): Robbery/Extortion (S)(E)
- 54          \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55          \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56          \*48915(c-2): Brandishing a Knife (E)\*\*
- 57          \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58          \*48915(c-4a): Sexual Assault(E)\*\*
- 59          \*48915(c-4b): Sexual Battery (E)\*\*
- 60          \*48915(c-5): Possession of an Explosive (E)\*\*



## **Appendix J**

### **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 K**

### **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 L**

### **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 M

# Student Dress Code

### Dressing for Success

---

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.

- 🐱 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.
- 🐱 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 to remedy the situation. Students will return to class at the discretion of the administration. 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.**

Students in violation of dress code guidelines will be required to change and will lose 2 merits. Students who repeatedly violate dress code may face further disciplinary action.

### 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.)
- 🐱 Sagging pants are not allowed.
- 🐱 Appearance of undergarments is prohibited.
- 🐱 Casual attire, better suited to out-of-school life, shall not be worn at school. Examples of unacceptable casual attire are pajama bottoms, short shorts, leggings, tights, or yoga pants, etc. alone, tank tops, spaghetti straps, or halter tops alone, large arm holes, low necklines, 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 weapons or that advertises sex, drugs, alcohol, tobacco, gangs or violence is inappropriate school attire.
- 🐱 Students are prohibited from wearing any gang affiliated clothing or items. 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. Bandanas are not allowed at school.
- 🐱 Hair shall be clean and neatly groomed.
- 🐱 Writing on oneself or others is not allowed.
- 🐱 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:** North Country Elementary

**Date:** January 30, 2014

**To:** Board of Trustees

**From:** Kathleen Lord, Principal

**Action Item**   X  

**Information Item**

**# Attached Pages:** 3

**Principal's Initials:** KL

**SUBJECT: Safe School and Emergency Preparedness Plan – North Country**

North Country Elementary's Safe School and Emergency Preparedness Plan has been completed and has been shared and approved by School Site Council. Please submit to CJUSD Board.

**RECOMMENDATION: APPROVAL**

**CONSENT AGENDA**

# **NORTH COUNTRY ELEMENTARY SCHOOL**



**Safe School**

**And**

**Emergency Preparedness Plan**

**Center Joint Unified School District  
Antelope, CA**

Revised January 2014



## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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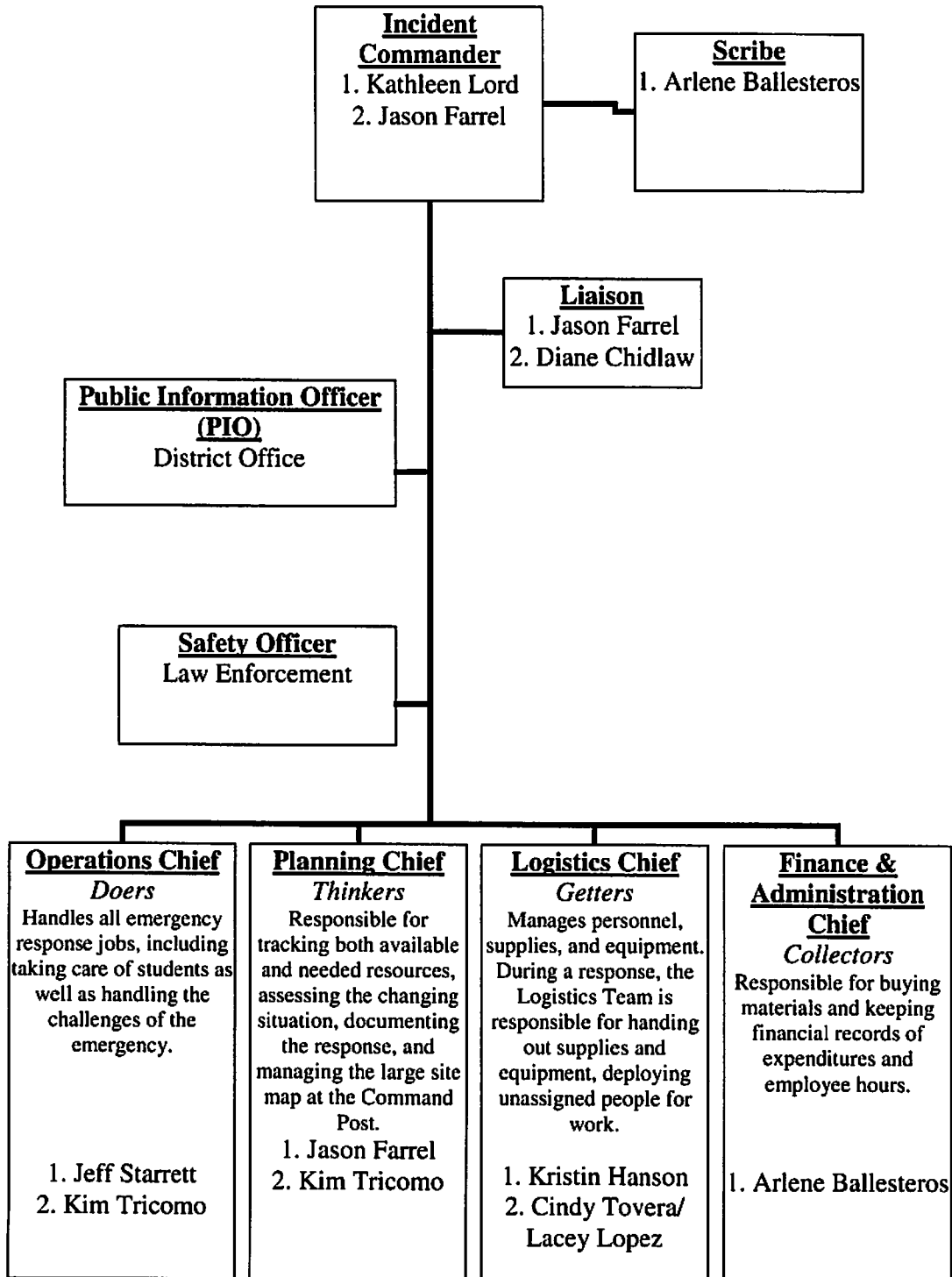
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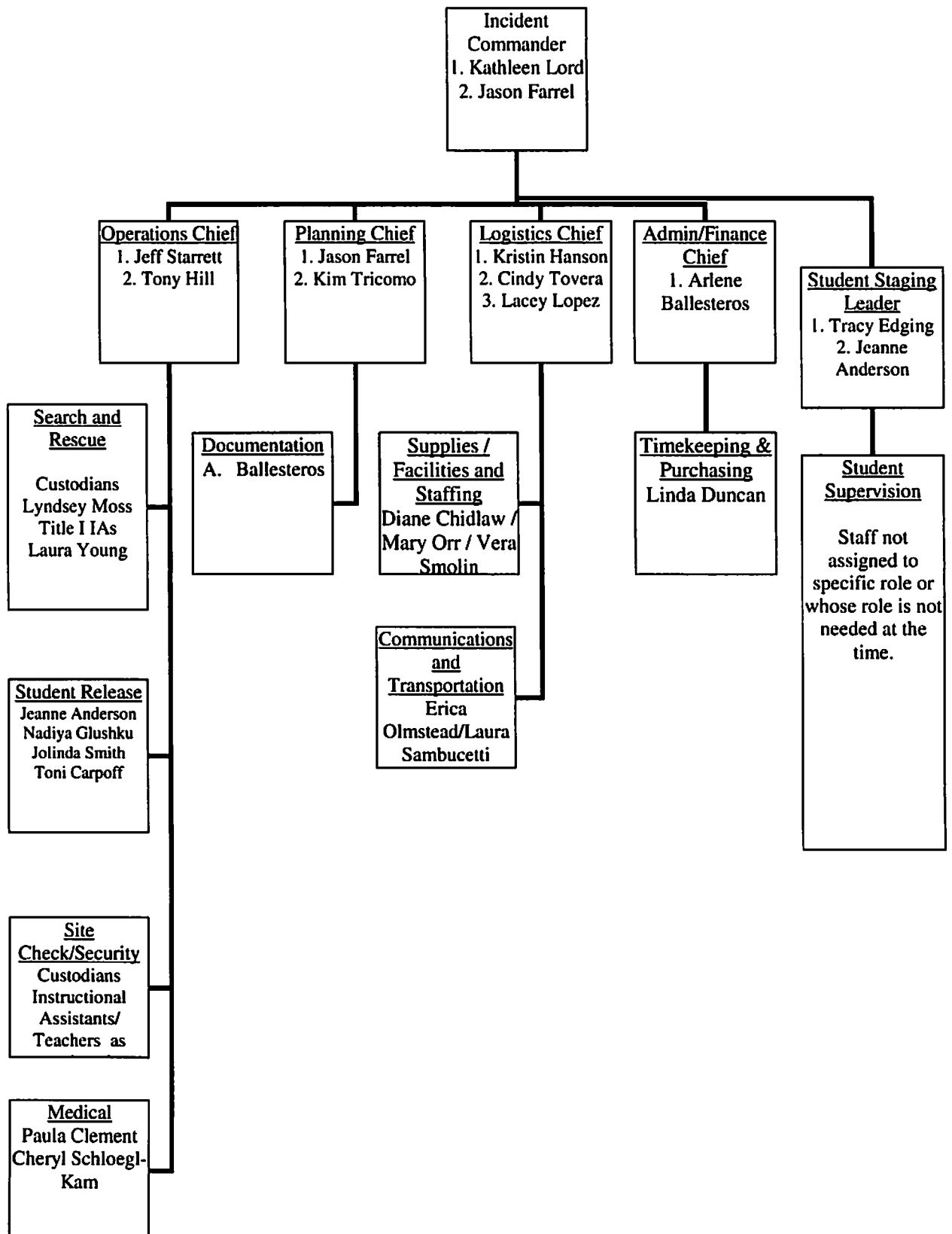
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 INCIDENT COMMAND SYSTEM**

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

## North Country Elementary School Incident Command System





## Incident Command Descriptions

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

Assume Command

Establish the Command Post

Conduct briefings of the Command Staff

Identify level of threat by assessing situation

Set specific objectives and direct development of incident action plans

Direct protective actions to stabilize the school

Activate and oversee ICS functions

Establish Unified Command with responding agencies

Update EOC as situation evolves

Approve information to send to the EOC for media briefings

Set objectives for resumption of normal activities

Maintain an activity log (scribe) and oversee action reports

### ***Admin/Finance Chief***

Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty

Keep an envelope or box for all receipts and overtime cards

Provide a cost-accounting update for the IC as requested

Maintain an activity log (scribe) and write after-action report

Check attendance for that day for both students and adults

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

Report to Command Post (immediately or upon handing off students)

Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability

Provide equipment, supplies, personnel, busses/cars as required by Operations

Establish and maintain communications (radios, bullhorns, etc.)

Stage resources (or Team Leaders) so they are readily available

Coordinate and re-assign staff to other teams as needed by Operations

Maintain a visible chart of available resources as a reference for Ops and the IC Team

Provide food and water as needed (and available) for staff and students

Maintain an activity log (scribe) and write after-action report

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



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

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

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

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

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

*Liaison:* The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

*Medical Team:* Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

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

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

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

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

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

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

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

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

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

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

*Student Release a.k.a. Parent Reunion Coordinator:* This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents 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. Front Office
2. Sequoia 1

### **Outdoor Command Post:**

1. Picnic bench area
2. Outside of Laurel 1 (Basketball courts)

**Triage Area:** Multi-purpose Room

**Parent Reunification Area:** History Center gate on Brown Otter

**Bus Staging Area:** In front of school office

**Media Staging Area:** West parking lot near apartment buildings

**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. Teachers/Staff need to make sure all outside doors are locked, blinds are drawn and lights turned off. If students/staff are outside, staff needs to help direct students in their vicinity to the nearest building and get students and themselves safely inside. Call the office immediately to warn them of incident. In the event that a staff member and students are clear out in the field, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to [REDACTED]. (See page 12). Upon arrival, call NoCo with names of students in your care.

Immediate notification of intruder 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 duck and cover alarm may sound, or the following announcement will be given: "Mr. Q Dial 1", which will identify a real event.

### **A) Classes in progress (not during lunch)**

Ignore any fire alarms. Assume duck and cover position. Build barrier if Mr. Q signal is given.

### **B) Class enroute in progress**

Direct class to nearest building. Ignore any fire alarms.

### **C) Lunch is in session**

Duck and cover signal will be initiated. Students in the cafeteria will follow the instructions of the faculty in the cafeteria. All doors should be locked. (If custodian is not available to do this, someone needs to get a key in office) Check door on the stage. Students on the playground follow procedures to get inside.



Staff members should check restrooms and other areas where students may be found and guide students who are outside into classrooms. 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 your location. Roll of all students in room must be taken. Ignore any fire alarms.

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 computer labs or empty classrooms. Arrangements should be made so that students are moved to a secure room when possible. If not possible, barricade the doors with tables, desks and chairs.

When a teacher with a class hears one of the lockdown signals, 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 the bus to [REDACTED]. 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 (folders) and student emergency information.
- 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 [REDACTED].

#### 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**

## SECTION 7      RESOURCES

### Staff Special Skills

#### Staff Emergency Information

Staff Member	Phone Number	Health Concerns	Special Skills
<b>Kindergarten</b>			
Toni Brinks			
Paula Clement			
Lacey Lopez			
Cindy Tovera			
<b>1<sup>st</sup> Grade</b>			
Kristin Hanson			
LoAnne Jackson			
Jennifer Larmer-Virgen			
<b>SDC</b>			
Dawn Shepard			
Monica Smith			
<b>2<sup>nd</sup> Grade</b>			
½ -Jolyn Martin			
Jeanne Anderson			
Anne Merdinger			
Lura Anderson			

Staff Member	Phone Number	Health Concerns	Special Skills
<b>3<sup>rd</sup> Grade</b>			
Erica Olmstead			
Penny Rittenhouse			
Laura Sambucetti			
Andrea Sockwell			
<b>4<sup>th</sup> Grade</b>			
Jim Kennedy			
Jeff Starrett			
<b>5<sup>th</sup> Grade</b>			
Jolinda Smith			
Kim Tricomo			
<b>6<sup>th</sup> Grade</b>			
Lori Day			
Tony Hill			

5/6 Melody Smith			
<b>Other Certificated</b>			
Diane Chidlaw	T1		
Jason Farrel	Office		
Kathleen Lord	Office		
Rochelle Haywood	Psych		
Cheryl Schloegl- Kam	RSP		
Laura Young	Speech		
Darlene Cooper- Perez	Speech		
<b>Classified</b>			
Arlene Ballesteros	Office		
Tracy Edging	Office		
Toni Sabus	Library		
Nadiya Glushku	ELD		
Marry Orr	Kitchen		
Vera Smolin	Kitchen		
Mary Mellado	Kitchen		
Lyndsey Moss	RSP		
Roxanna Crow	SDC - Shepard		
Maria Pickett	SDC - Shepard		
Robert Jones	SDC-Smith		
Niesha Knott	SDC-Smith		
Mark Petersen	SDC-Smith		
Miguel Rivero	SDC-Smith		
Theresa Snow	SDC-Smith		
Tatiana Strilets	SDC-Smith		
Patrick Ynigues	SDC-Smith		
Michael Bennefeld	Tech		
Linda Duncan	T1		
Tina Cosio	T1		
Susie Sutter	T1		
Robin Huebner	T1		
Terry Gunther	T1		
Lisa Bjerke-Flores	T1		
Kevin Brannon	Custodian		
Charles Gary	Custodian		

## **SECTION 8      COMMUNICATIONS**

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

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

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

### Telephone Communication

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

## **SECTION 9 CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 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
- North Country Elementary School: (916) 338-6480
- 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 [REDACTED]. 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 cannot 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:

- Arson Prevention (every other year – odd years) – November 2012
- Bloodborne Pathogens for School Employees (every other year – even years) –
- Code Red Lockdown Training (annually) – December 3, 2013
- CPR Training (every other year – even years) –
- NIMS/ICS video (discuss components annually, can watch video every other year) – December 10, 2013
- Mandated Child Abuse Reporter Training (annually) –
- Triage Training (every other year – even years) – February 2013

\* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

## **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 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 returning to building under earthquake.)

### Minor Flooding

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

## **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. (The red letter Q) 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 red letter Q 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 338-6480. The office's number and instruction on how to reach the office should be posted by your phone for a substitute or parent.
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 using the statement, "Mr. Q, dial 1, directly followed by the intruder's location i.e; Sequoia 3 or Cypress 4. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks. If you are in an adjoining room to the intruder, lock and barricade the workroom door, or get your students out if possible.
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 a signal is given. A Duck and Cover scenario will be followed by an all clear signal announcement. Ignore any fire alarms.
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.
12. The EOC form will be filled out at the designated assembly point after there is no longer a threat.

### 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 or previously prepared plans. A red emergency folder should also be clearly visible in the classroom including a roll sheet, EOC form, site map with emergency areas listed, triage instructions, student release form and both red and green cards.
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 outside areas 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
  - π Do not give liquids nor put patient in warm water
  - π 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 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 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 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.

## **SECTION 18      AFTER-HOURS CRISIS PROCEDURES**

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

Train custodians on what role they should take during after-hours events. Ensure custodians have the Twin Rivers' Police Department phone number memorized. Also, ensure custodians carry a phone so they may be communicated with if a crisis occurs.



## **SECTION 19      SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner, reasonable wear and tear expected, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
- b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*
- c. *Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.*

## **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.

#### **North Country 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.

#### **North Country 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.

#### **North Country Motto**

Developing leaders, one child at a time.

## **SECTION 2      DESCRIPTION OF SCHOOL CLIMATE**

People and Programs:

Create a “caring and connected” school climate.

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

### **Objective 1:      Creating a caring school climate – Staff Collaboration**

As a result of a grant from FranklinCovey, we are in our second year in working toward being a Lighthouse Leadership School. We have implemented The Seven Habits of Highly Effective People as life skills for developing leadership in students. These principles are meant to guide students’ personal choices and relationships. Our students will display a sense of pride in belonging to a school with high academic standards while experiencing responsibilities and opportunities as leaders.

#### **1. Related Activities**

- a) Engage- Mentor and Model the 7 Habits
  - o Build team structures that allow the entire staff (teaching and non-teaching) to collaborate in building a culture of leadership
  - o Spend time during staff meetings to share best practices for integrating the 7 Habits into the curriculum
  - o Model 7 Habits language in staff meetings, newsletters and hallway communication
  - o Display leadership tools in classrooms and incorporate into lessons
  - o Use music, art and technology to reinforce individual worth and leadership
  - o Establish classroom mission statements encouraging student input
  - o Post 7 Habits leadership quotes and other leadership displays throughout the school
  - o Establish school wide leadership roles for which students must apply and interview
  - o Staff development opportunities are offered during staff meetings and in monthly district sessions on topics such as the leadership model, technology, special education strategies, organizational techniques, and core curriculum

### **Objective 2: Meaningful Student Participation**

Provide students with meaningful leadership roles and responsibilities

#### **2. Related Activities**

- a) Make leadership an obvious part of class, school and family events
  - o Celebrate as students learn each of the habits; involve students in the planning of celebrations
  - o Provide students with meaningful leadership roles and responsibilities
  - o Support students in designing and leading school wide initiatives and projects
  - o Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment

- Ensure that 100% of the students have an opportunity to participate in a leadership role
  - Meet with Student Lighthouse Team monthly to plan and support community service projects and school wide activities
- b) Cooperative learning Big Buddy activities between older and younger students
- Instills empathy in older students
  - Develops a sense of competency in older students
  - Helps both older and younger students to feel cared about and relate to school
  - Gives older students the opportunity to model and apply the 7 Habits with younger students
- c) Student Recognition
- Spirit Assemblies are held during each grading period and for special events
  - Students are recognized and awarded certificates and ribbons for academics, citizenship and perfect attendance
  - Club members are recognized during Spirit Day
  - Assemblies are run by the Student Lighthouse Team
  - Timberwolf Tickets awarded to students displaying proactive behavior during recesses
  - North Country cash awarded to students to spend at NoCo Store once weekly
  - Leadership certificates awarded monthly
- d) Leadership strategies are implemented along with expected positive behavior reflecting KSRLP – Kind, Safe, Respectful, Logical, Positive also embedded within The 7 Habits
- Seven Habits tree in every classroom and the multi-purpose room
  - Student Rules Assembly held twice each year reinforces expectations
  - Sexual Harassment Policy defined to 4<sup>th</sup>-6th graders via video presentation approved by the district
  - Seven Habits principles embedded within the curriculum which includes ethical issues and doing the right thing when nobody is watching
- e) Student clubs and activities help students to realize their leadership potential and may help to improve grades by providing students with activities that interest them
- Timberwolf Trotters before school walking program for students in grades 1-6
  - Tech Mentors computer technology instruction for students in grades 4-6
  - Conflict Managers – students in grades 5-6 assist students during recess in solving conflicts and disagreements
  - Art Club Grades 4-6
  - Garden Club grade 6
  - After school G.A.T.E. program
  - TLC Timberwolf Learning Club grades 1-6 ( Title I program for emerging readers)
  - Spring Musical Production/Drama Club Grades 4-6
  - Student Lighthouse Team (Student Council) Grades 3-6
  - Band- Grades 4-6
  - Newscasters announce the morning news Grades 4-6
- f) School-wide events, programs and assistance for students
- ISPS (In School Postal System)
  - Author Day
  - Accelerated Reader
  - Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts

- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy
- Welcoming PE interns from Sac State University to work with students

### **Objective 3: Parent/Student Communication**

Help parents, students and community to understand the 7 Habits language and value of a leadership model and include parents in school wide activities

#### **1. Related Activities**

- a) Introduce parents to The Leader In Me through correspondence that includes a 7 Habits overview
- b) Send parents a list of recommended books that reinforce the 7 Habits
- c) Character education- The Leader In Me; one habit highlighted monthly
- d) Encourage parent classroom volunteers
- e) Title I and Leader In Me parent nights
- f) Involvement with PTA family activities
  - Fall festival
  - Monthly PTA meetings
  - North Country student store
  - Scholastic book fairs
  - Reindeer Lane – participation in Santa’s Breakfast
  - Participation in school-wide events
  - Student assemblies
  - Open House event
  - Community outreach (Kids Can food drive, Pennies for Patients)
- g) Communication methods to keep parents aware of school news and activities
  - A blog updates the Timberwolf Times newsletter featuring school-wide events and student accomplishments posted on the North Country website
  - North Country website featuring school calendar and teacher e-mail
  - Title I parent informational night to explain the program and what is available for students in all grade levels
  - Parent information handbook is sent home at the beginning of each school year and given to new, enrolling students’ parents. This will also be posted on school website. Parent handbook includes school-wide discipline plan.
  - Automatic dialing system to inform parents about occurring events (minimum days, special events)
  - PTA meets once each month
  - SSC (School Site Council) meets each month
  - ELAC (English Language Advisory Council meets three times each year (translators provided)
  - Back to School Night/Open House dinner



- Teachers will contact parents via phone or e-mail to keep for updates on student progress and/or behavior
- Report cards each trimester
- Behavior Support Plan/chart if applicable
- Each day, parents of absent students are called
- Telephone reminders of minimum days, holidays and special events
- Parent Teacher conferences are held twice each year
- Student recognition awards
- Encourage long term volunteers (Wells Fargo Volunteer program applicant 2013-14)

## **SECTION 3      SCHOOL CLIMATE GOALS**

### **Objective 1:      Creating a caring school climate**

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

#### **1) Related Activities**

##### **a) Goal Setting**

- All students will develop a personal goal
- All students will develop an academic goal
- All classes develop a classroom goal
- All students will understand and model the seven habits of highly effective people
- All students will realize their leadership potential with help from adults on campus
- Display goals and track progress in public areas of the school
- Put a process in place that ensure leadership is successfully at the forefront of all building initiatives
- Collect evidence of staff, student, family and community engagement in the leadership initiative
- Develop ideas and strategies that sustain the momentum of the leadership culture

##### **b) School-wide events, programs and assistance for students**

- ISPS (In School Postal System)
- Author Day
- Accelerated Reader
- Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts and math
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy
- Student recognition awards
- SST (Student Study Team) meetings are scheduled for students with concerns. Teachers or parents may request a SST.
- Coordination with Resource teacher, classroom teacher, parent, psychologist, speech therapist, administrator and student for students with special needs

- Behavior Support Plans/Charts if appropriate
  - Varied clubs and activities to cover student interests
  - Leadership Day
- c) Character Education – The Leader In Me
- A habit or principle is highlighted monthly by teachers, reinforced by administrators
  - Students best representing each principle earn certificates
  - Students are encouraged to apply the habits when out on the playground and collaborating in the classroom
  - Schools with character education programs have reported gains in reading and math scores
  - Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment
- d) Integrated Curriculum and Instruction
- Refer to concepts from the 7 habits appropriately during lessons
  - Use literature to teach and reinforce the habits
  - Display and share lesson objectives with students
  - Use classroom assignments and projects to reflect a clear understanding of seven habits content
  - Allow staff opportunities to share instructional strategies
  - Assign a classroom greeter

## **SECTION 4      DESCRIPTION OF PHYSICAL ENVIRONMENT**

Create a physical environment that communicates respect for learning and for individuals.

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

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

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

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

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

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

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

### **Internal Security Procedures**

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

The site administrator contributes to a positive school climate, promotes positive pupil behavior and helps reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. The Twin Rivers Police Department is consulted to help maintain and to promote a safe and orderly school environment. North Country employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse. If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system.

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

### **Inventory System – Engraved ID, Security Storage**

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

## **SECTION 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: Student Safety relating to Emergency Procedures**

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

#### **1) Related Activities**

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

### **Objective 2: Student Safety within the daily routine**

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

#### **1) Related Activities**

- a) Staff members communicate with students on a personal level
- b) Student Safety Leaders available during recesses
- c) Character Education Program – The Leader In Me is integrated throughout the curriculum

- d) Red Ribbon Week, Author Day and other assemblies carry a "Be Proactive" theme with specific emphasis on proactive behavior and expanding your circle of influence
- e) Freeze bell will prompt a "cool down, calm down" frame of mind as students stop, then walk toward classroom lines
- f) Students experience an assembly twice a year relating to appropriate behavior, lunchroom procedures, dangerous objects, proper attire, conflict management skills and emergency drills
- g) Sexual Harassment information for students in grades 4-6
- h) Teachers, instructional assistants and other school personnel provide campus supervision. Students are instructed that they may seek help from any adult on campus. All adults use seven habits language

### **Objective 3: Student Health**

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

#### **1) Related Activities**

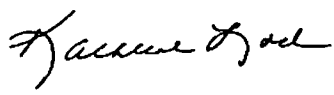

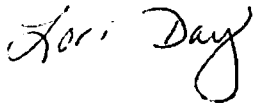


- a) A salad bar is offered each day during lunch
- b) Timberwolf Trotters meet four times a week before school to walk the campus
- c) Healthy snacks are encouraged
- d) Cardio activities are included during PE and Sac State PE interns are requested each year
- e) Fifth grade takes part in an annual PE assessment
- f) Hearing and Vision screenings are scheduled through the District's nurse and may be requested by a teacher, parent or SST member
- g) Resources for vision, medical and dental are available through the District nurse or through the district's Healthy Start program
- h) Notification of contagious disease (or lice) is facilitated by the District's nurse or health assistant
- i) All adults working with students must have a valid TB test
- j) Students sent home for lice must be screened by District health personnel before returning to class
- k) District health personnel review student shot records annually
- l) Dental screening for all students through district's Healthy Start program
- m) Frequent hand washing or anti-bacterial wipes are used in classrooms as frequently as possible
- n) Counselors/mentors available for students designated "HOMELESS" THROUGH Healthy Start

## SECTION 6      SIGNATURE SHEET

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

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

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

Member	Title	Signature
<u>Kathleen Lord</u>	Principal	
<u>Jason Farrel</u>	Teacher	
<u>Lori Day</u>	Teacher	
<u>Michael Bennefeld</u>	Computer Technician	
<u>Felicia Montgomery</u>	SSC Parent	

## APPENDIX A STAFF LIST

### North Country School Staff List

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

Certificated		Classified	
Brinks, Toni	PM Kdg	Ballesteros, Arlene	Secretary
Clement, Paula	AM Kdg	Edging, Tracy	Office Assistant
Lopez, Lacey	Kick Start		
Tovera, Cindy	AM Kdg	Duncan, Linda	Title 1 Secretary
Hanson Kristin	1st	Gary, Charles	Lead Custodian
Jackson, LoAnne	1st	Brannon, Kevin	Day Custodian
Larmer Virgen, Jennifer	1st		
Martin, Jolyn	1/2	Orr, Mary	Cafeteria Mgr
Anderson, Jeanne	2nd	Smolin, Vera	Cafeteria
Merdinger, Anne	2nd		
Anderson, Lura	2nd	Crow, Roxana	SDC – I/S PH
		Pickett, Maria	SDC – I/S ph
Sockwell, Andrea	3rd		
Rittenhouse, Penny	3rd	Glushku, Nadya	Bilingual Aide
Sambucetti, Laura and	3rd		
		Jones, Robert	SDC I/S PH
		Knott, Niesha	SDC I/S PH
		Petersen, Mark	SDC I/S PH
		Rivero, Miguel	SDC I/S PH
		Snow, Theresa	SDC I/S PH
		Strilets, Tatiana	SDC I/S PH
		Ynigues, Patrick	SDC I/S PH
Olmstead, Erica	3/4		
Kennedy, Jim	4th	Bjerke-Flores, Lisa	I/A – Title 1
Starrett, Jeff	4th	Cosio, Tina	I/A – Title 1



		<b>Gunther, Terri</b>	<b>I/A – Title 1</b>
		<b>Huebner, Robin</b>	<b>I/A – Title 1</b>
<b>Smith, Melody</b>	<b>5/6</b>	<b>Sutter, Suzanne</b>	<b>I/A – Title 1</b>
<b>Smith, Jolinda</b>	<b>5th</b>		
<b>Tricomo, Kim</b>	<b>5th</b>		
		<b>Sabus, Toni</b>	<b>Library Tech</b>
<b>Day, Lori</b>	<b>6th</b>		
<b>Hill, Tony</b>	<b>6th</b>	<b>Bennefeld, Michael</b>	<b>Computer Tech</b>
<b>Shepard, Dawn</b>	<b>SDC</b>	<b>Moss, Lyndsey</b>	<b>I/A - RSP</b>
<b>Smith, Monica</b>	<b>SDC</b>		
<b>Schloegl-Kam, Cheryl</b>	<b>RSP</b>		
<b>Young, Laura</b>	<b>Speech</b>		
<b>Cooper-Perez, Darlene</b>	<b>Speech</b>		

## **Appendix B**

**(Insert Classroom Phone Numbers Here)**

## **Appendix C**

**(Insert Utility Shut-Off Map Here)**

## **Appendix D**

**(Insert Evacuation Map Here)**

## **Appendix E**

**(Insert Off Campus Evacuation Map Here)**

## APPENDIX F EMERGENCY OPERATIONS CENTER (EOC) FORM

### 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:

## **California Child Abuse and Neglect Reporting**

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 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 H CHILD ABUSE REPORTING FORM

SUSPECTED CHILD ABUSE REPORT		TO BE COMPLETED BY INVESTIGATING CPA	
To Be Completed by Reporting Party Pursuant to Penal Code Section 11166		A. CASE IDENTIFICATION	VICTIM NAME: _____ REPORT AGENCY NAME: _____ DATE OF REPORT: _____
B. REPORTING PARTY	NAME/TITLE _____		
	ADDRESS _____		
C. REPORT SENT TO	PHONE ( ) _____	DATE OF REPORT _____	SIGNATURE _____
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION		
D. INVOLVED PARTIES	AGENCY _____ ADDRESS _____		
	OFFICIAL CONTACTED _____ PHONE ( ) _____ DATE/TIME _____		
E. INCIDENT INFORMATION	NAME (LAST, FIRST, MIDDLE) _____ ADDRESS _____ BIRTHDATE _____ SEX _____ RACE _____		
	PRESENT LOCATION OF CHILD _____ PHONE ( ) _____		
F. INVOLVED PARTIES	1. NAME _____ BIRTHDATE _____ SEX _____ RACE _____ 2. NAME _____ BIRTHDATE _____ SEX _____ RACE _____ 3. NAME _____ BIRTHDATE _____ SEX _____ RACE _____ 4. NAME _____ BIRTHDATE _____ SEX _____ RACE _____ 5. NAME _____ BIRTHDATE _____ SEX _____ RACE _____ 6. NAME _____ BIRTHDATE _____ SEX _____ RACE _____		
	NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____ ADDRESS _____ HOME PHONE ( ) _____ BUSINESS PHONE ( ) _____		
G. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX <input type="checkbox"/>		
	1. DATE/TIME OF INCIDENT _____ PLACE OF INCIDENT (CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED		
H. INCIDENT INFORMATION	IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION		
	2. TYPE OF ABUSE: (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER		
I. INCIDENT INFORMATION	3. NARRATIVE DESCRIPTION:		
	4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:		
J. INCIDENT INFORMATION	5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:		

LD 8572 (Rev. 1/94)

## INSTRUCTIONS AND DISTRIBUTION ON REVERSE

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

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

## APPENDIX I

## WILLIAMS UNIFORM COMPLAINT PROCEDURE

Center Joint Unified School District  
•8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329

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### Williams Complaints Classroom Notice

#### Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, 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.

*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.*

*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.*

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at [centerusd.org](http://centerusd.org). 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>.

August 2013

Exhibit 2

**COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? \_\_\_\_\_ Yes \_\_\_\_\_ No

Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)



## **Appendix J Dress Code**

It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. Commercial lettering or printing will be allowed on clothing as long as it is acceptable for school attire. Crude or vulgar printing, pictures or graphics inferring or depicting drugs or alcoholic beverages, or those that are sexually suggestive are not acceptable. Symbols that are degrading, offensive or gang related, are not permitted.

2. All clothing shall be within the bounds of decency and good taste. Garments shall be sufficient to conceal undergarments at all times. Bare midriffs, low-cut revealing tops, spaghetti straps – (straps less than 1 ½' wide), tank tops, athletic jerseys and see through of fish-net type shirts, are not considered appropriate school dress.

3. Shorts are permitted in hot weather as long as they are hemmed and at least mid-thigh length. Cut-offs are not permitted. All pants must be worn with the beltline at the waist.

4. Shoes worn to school should be sturdy enough to permit safe play at recess and/or physical education activities. Flip-Flops, clogs, backless shoes, sandals with no toe protection, heelies (shoes with skates extended) and high heels are inappropriate and considered unsafe.

5. Hats are to be worn outside only and with the bill facing forward. Bandanas are not allowed in any fashion including on the head, around neck, wrist or tied at the waist or knee.

6. Straps and suspenders must be fastened and worn over the shoulders at all times.

7. Hair color whether permanent or spray on is not allowed. Students arriving to school with brightly colored hair will be sent home.

Reference Education Code Chapter 325 SB 1269  
Center Unified School District BP 5132.1

## **APPENDIX K      SUSPENDABLE OFFENSES**

### **Center Joint Unified School District Discipline Policies**

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1            \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2            \*48900(a-2): Use of Force or Violence (S)
- 3            \*48900(b): Weapons (S)
- 4            \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5            \*48900(d): Drugs or Alcohol, Sale of (S)
- 6            \*48900(e): Robbery/Extortion (S)
- 7            \*48900(f): School Property Damage (S)
- 8            \*48900(g): Property Theft (S)
- 9            \*48900(h): Tobacco, Possession/Use(S)
- 10          \*48900(i): Language, Obscene/Profanity (S)
- 11          \*48900(j): Drugs, Paraphernalia (S)
- 12          \*48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13          \*48900(l): Stolen Property, Possession of (S)
- 14          \*48900(m): Firearm, Imitation (S)
- 15          \*48900(n): Sexual Assault (S)
- 16          \*48900(o): Harassment, Witness (S)
- 17          \*48900(p): Soma, Selling of (S)
- 18          \*48900(q): Hazing (S)
- 19          \*48900(r): Bullying/Harassment (S)
- 20          \*48900(t): Aids or Abets Physical Injury(S)
- 21          \*48900.2: Sexual Harassment (S)(E)
- 22          \*48900.3: Hate Violence (S)(E)
- 23          \*48900.4: Harassment, threats, intimidation (S)(E)
- 24          \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25          \*48900.7(b): Terroristic Threat (S)(E)
- 50          \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51          \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52          \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53          \*48915(a-4): Robbery/Extortion (S)(E)
- 54          \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55          \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56          \*48915(c-2): Brandishing a Knife (E)\*\*
- 57          \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58          \*48915(c-4a): Sexual Assault(E)\*\*
- 59          \*48915(c-4b): Sexual Battery (E)\*\*
- 60          \*48915(c-5): Possession of an Explosive (E)\*\*

**APPENDIX L      PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS  
PUPILS**

**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 CRIME**

### **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**

### **Nondiscrimination/Harassment**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel  
8408 Watt Avenue  
Antelope, California 95843  
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

## *Center Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** February 7, 2014

**Action Item** XX

**To:** CUSD Board of Trustees

**Information Item**       

**From:** Sara Wetteland, Asst. Principal

**# Attached Pages** 124

**Principal's Initials** MAJ

**SUBJECT:**

# **Center High School Safety Plan**

**CONSENT AGENDA**

**RECOMMENDATION:** Please approve Center High School's Safety Plan 2014

XIV - 16

**Center High School**  
**"Home of Scholars and Champions"**



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

**Center Joint Unified School District**  
**Antelope, CA**

Revised January, 2014



## **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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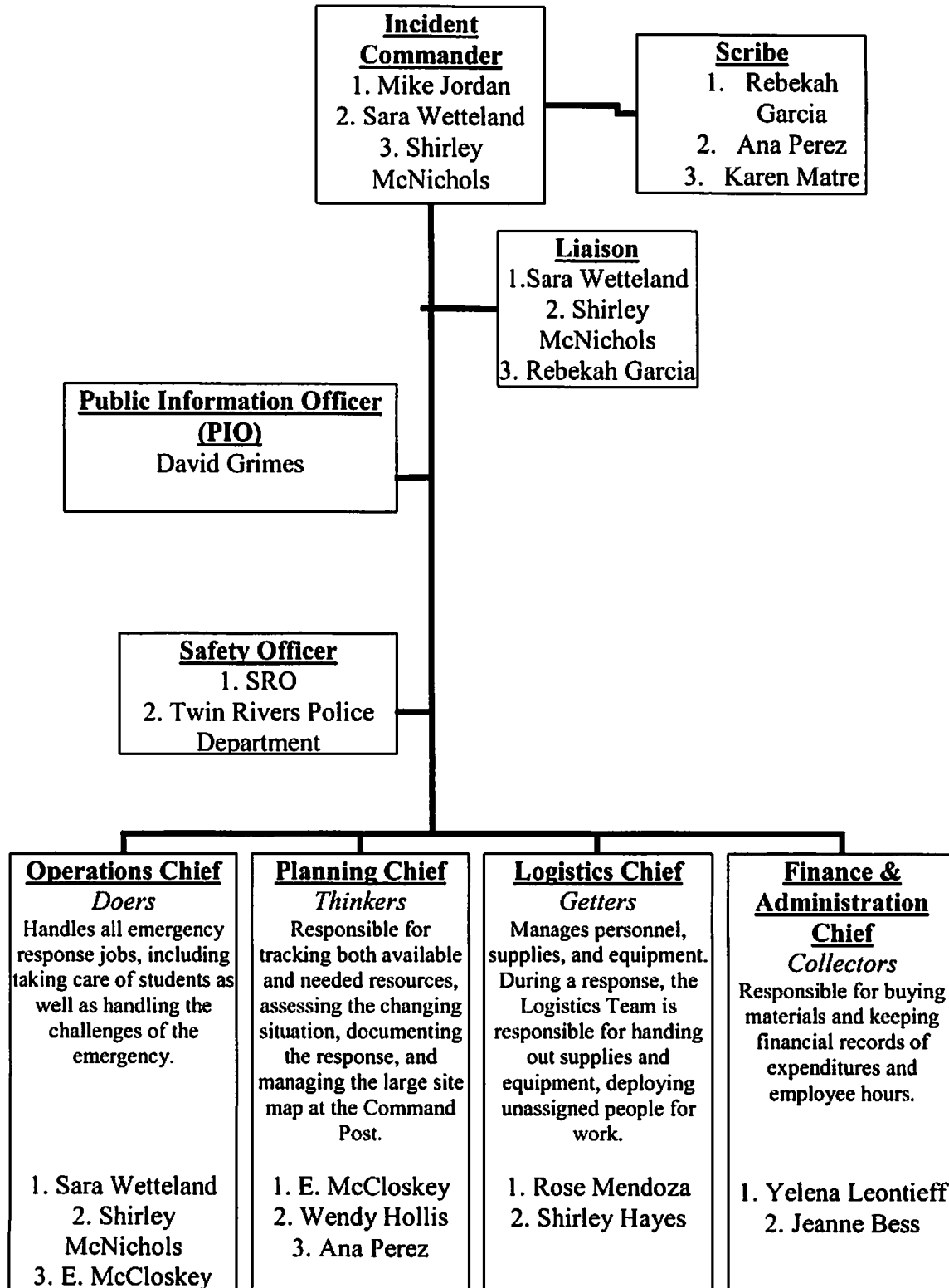
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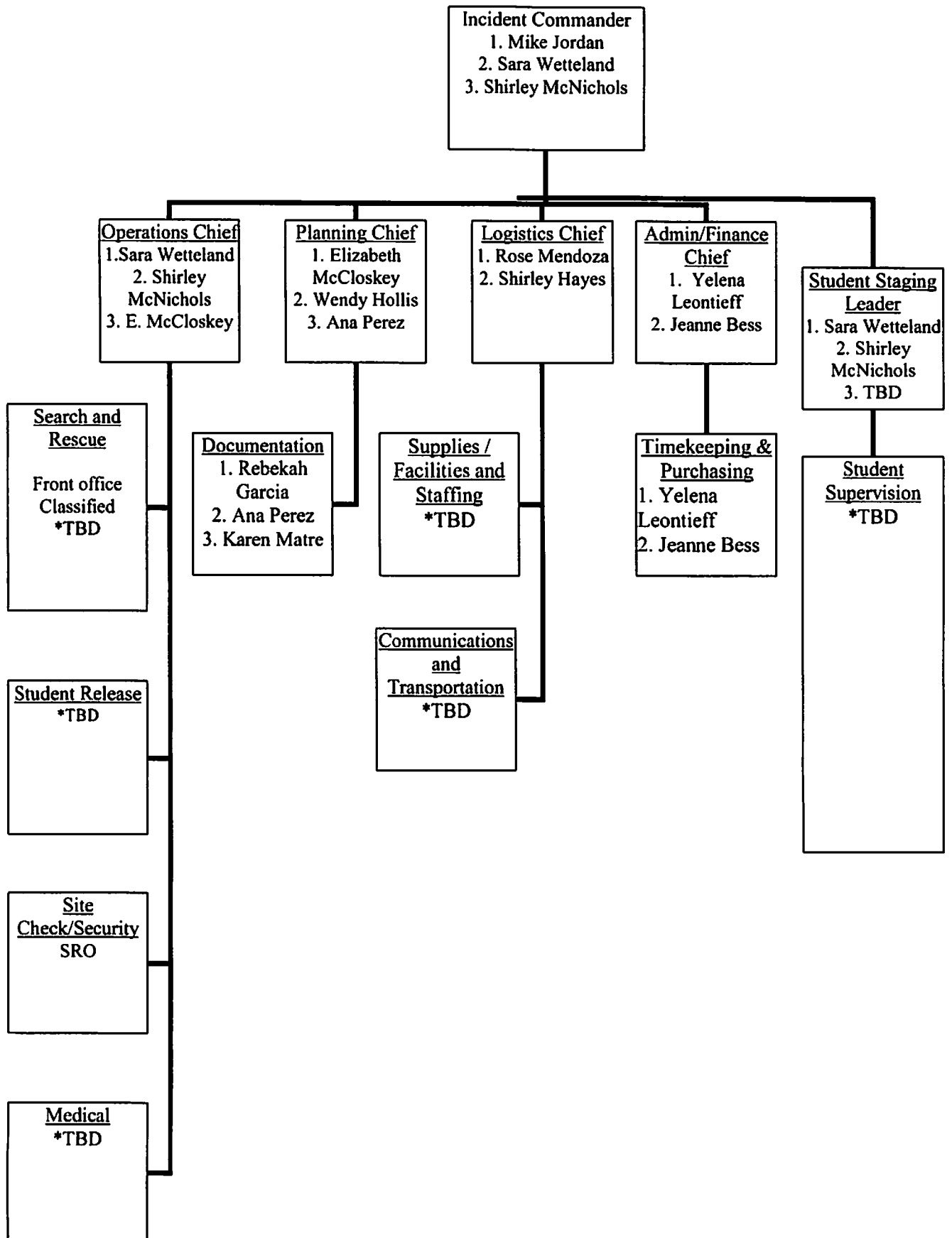
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 INCIDENT COMMAND SYSTEM [REDACTED]**

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

## Center High School Incident Command System





**\*TBD- will depend what staff is available (on prep) to be able to assist**

## Incident Command Descriptions

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

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

### *Admin/Finance Chief*

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

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

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

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

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

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

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

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

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

**Liaison:** The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **SECTION 2 STAGING AREAS**

Indoor Command Post:

1. Principal's Office
2. Library

Outdoor Command Post:

1. Stadium Press Box
2. Quad

Triage Area: Library/ Quad

Parent Reunification Area: Stadium or K-Mart Parking Lot

Bus Staging Area: Stadium

Media Staging Area: K-Mart Parking Lot

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 staff 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**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

---

**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

---

**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

## **SECTION 6 SCHOOL PARTNERSHIPS**

### Off Site Partnership

## SECTION 7 RESOURCES

### Staff List/Special Skills

**\*\*This information is kept  
confidential in Mike  
Jordan's Emergency  
backpack\*\***

### Staff Emergency Information

**Staff Member**[illegible]



[illegible]


## **SECTION 8 COMMUNICATIONS**

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

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

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

### **Telephone Communication**

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

## **SECTION 9 CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 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) 338-6400
- 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:

- Arson Prevention (every other year – odd years) – {Spring 2013}
- Bloodborne Pathogens for School Employees (every other year – even years) – {Sept 2013}
- Code Red Lockdown Training (annually) – {Sept 2013}
- CPR Training (every other year – even years) – {Sept 2013}
- NIMMS/ICS video (discuss components annually, can watch video every other year) – {Sept 2013}
- Mandated Child Abuse Reporter Training (annually) – {Sept 2013}
- Triage Training (every other year – even years) – {Sept 2013}

\* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.



## **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 AFTER-HOURS CRISIS PROCEDURES**

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

Train custodians on what role they should take during after-hours events. Ensure custodians have the Twin Rivers' Police Department phone number memorized. Also, ensure custodians carry a phone so they may be communicated with if a crisis occurs.

**\*\* CIF After Hours procedures are in Appendix N\*\***

## **SECTION 3 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. Cell phones should also not be used.

### 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 the bomb threat. 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, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. 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.
- d. 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.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

### 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. Ask the questions in the order they are listed. 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 4 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 5 CHEMICALS/BIOHAZARD/GAS ODOR**

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

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

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

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

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

## **SECTION 6 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 7 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 8 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 (stadium) with their classes. Staff not assigned a regular class of children will report to the incident command center to render any needed assistance to IC/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 proceed to the stadium and sit in assigned teacher area.
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 9 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 returning to building under earthquake.)

Minor Flooding

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

## **SECTION 10 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 11 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 {338-6420} or the administrator at {338-6421/22}. 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 12     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 13 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 14      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

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.

3. Treatment
  - Severe infections
  - Epilepsy
  - 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



### 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 15 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 16 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 17 SEVERE WEATHER [REDACTED]**

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 18 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 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.

## **SECTION 19 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.
6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.
7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.
8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.
9. Reimbursement: The Red Cross will reimburse the Owner for the following:
- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
  - b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*
  - c. *Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.*

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint Unified School District Mission Statement

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

#### School Mission Statement

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



**SECTION 2      People and Programs:**  
**Create a "caring and connected" school climate.**

**DESCRIPTION OF SCHOOL CLIMATE**

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2012-13 school year, 1365 students were enrolled at Center High School. Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through School Messenger (automated telephone message delivery system), email, flyers, letters, parent conferences, progress reports, the school marquee, school newsletters, the school website, daily bulletins, and the "Blue and Gold" newspaper.

## **SECTION 3 SCHOOL CLIMATE GOALS**

### The School Climate

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

- Objective #1:

Expectations

Supporting Data:

- Parent Survey
  - Q18: At Center High School, there is a culture of high academic and behavior expectations for everyone.
    - 2012-2013 Survey- 81.16% strongly agree or agree
- Student Survey
  - Q13: At Center High School, there is a culture of high academic and behavior expectations for everyone.
    - 2012-2013 Survey- 78.7% strongly agree or agree
- Staff Survey
  - Q13: At Center High School, there is a culture of high academic and behavior expectations for everyone.
    - 2012-2013 Survey- 69.6% strongly agree or agree

As a result of the following policies and procedures, parents, teachers, and community members will feel encouraged to participate in school activities and shall receive an approval rating of 95% or higher on staff, parent and student surveys.

Related Activities

- AVID class has grown from 19 in 2008-2009 to 42 in 2009-2010.
- Study of subgroups' CAHSEE results.
- In 2008-2009, a schedule was adopted to accommodate weekly collaboration and professional development
- A computer lab has been added to be utilized by Humanities classes.
- Video projectors have been added to many classrooms within the last two school years.
- An increase in number of sections of Honors Junior English looking toward an added section of AP English for the 2010-2011 school year.
- New electives to be added in the 2010-2011 school year are: Strictly Games, Digital Photography, Beginning and Advanced Guitar, and AVID 10th Grade.
- The autism class began in the 2008-09 school year which currently has nine students enrolled.

- Six co-teaching sections have been added for support of the special education students in the general education setting.
- The special education department implemented full-inclusion for grades 9 and 10 RSP students during the 2009-2010 school year.
- During the 2010-2011 school year, 11th grade RSP students will begin full-inclusion.
- During the 2011-2012 school year, 12th grade RSP students will begin full-inclusion.
- SDC CAHSEE intervention class was added to increase the probability of SDC students passing the CAHSEE.
- A Special Education math lab was created to support the students enrolled in general education math courses.
- Study Skills classes have taken the place of Learning Center and are now grade alike.
- A Smart Board has been purchased by the Business Department.
- Utilization of online course selection through Aeries HomeLink.
- Assistant Principals' utilize an electronic referral system with information available to be viewed by all staff.
  
- Objective #2:  
 School Connectedness  
 Supporting Data:
  - 2012-2013 Parent Survey
    - Q7: How much does feeling like you don't belong to your child's school community prevent you from becoming involved with your child's school?
      - Response- "Not at all" 67.14%
      - Response- "A little bit" 17.14%
    - Q12: I feel welcome at Center High School
      - Response- "Strongly Agree" 40.58%
      - Response- "Agree" 50.72%
  - 2012-2013 Student Survey
    - Q4: I feel welcome at Center High School
      - Response- "A Tremendous Amount" 21.6%
      - Response- "Quite a Bit" 34.5%
  - 2012-2013 Staff Survey
    - Q8: I feel welcome at Center High School
      - Response- "Strongly Agree" 26.1%
      - Response- "Agree" 63.8%

As a result of the following policies and procedures, parents teachers, and community members will feel encouraged to participate in school activities and shall receive an approval rating of 95% or higher on staff, parent and student surveys.

- Opportunities to Volunteer
  - Chaperone Field Trips
  - Chaperone School Dances
  - Coaching Sports
  - Fundraising Activities
  - Tutoring
- Committees
  - Athletic Booster Clubs
  - AVID Advisory Council
  - District English Learner Advisory Council
  - GATE Advisory Council
  - Migrant Education Advisory Council
  - School Site Council
  - WASC Committee
  - Cougar Boosters
  - Advisory Council for Academies
- School Activities
  - Athletic Events
  - Back to School Night
  - Open House
  - Recognition Assemblies
  - Sports Events
  - Spring Electives Fair
  - Student Orientation
  - Student Performances
  - Student Recognition Assemblies
  - Parent Forum Meeting
- Objective #3:

In an effort to meet compliance with AB 9 “Seth’s Law”, a comprehensive bullying prevention program will be developed. This program will meet the following criteria:

  - Prohibit discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics of race, ethnicity, national origin, religion, or sexual orientation.
  - Have a defined process to receive and investigate complaints including immediate action by teachers/staff and administrators.
  - Define strategies for universal prevention, early intervention, and intense intervention.

The strategy to meet this objective is to follow this action plan:

1. Develop a team or task force
2. Create a definition of Bullying
3. Review or develop district policy
  - a. Enforce policy
4. Assess Bullying at CHS
5. Provide staff training
6. Provide parent training
7. Develop prevention strategies
  - a. Universal prevention
  - b. Early intervention
  - c. Intense intervention
8. Evaluation

**SECTION 4 Place**  
**Create a physical environment that communicates respect for learning and for individuals**

**DESCRIPTION OF PHYSICAL ENVIRONMENT**

Center High School is located at 3111 Center Court Lane in Antelope at the north end of Sacramento County. The campus experiences mild vandalism during evening hours, however, the school site and the district are committed to eradicating graffiti as soon as possible and preferably before students come back to campus. The immediate area around the school includes single family dwellings, duplexes and apartments as well as some retail outlets and restaurants.

The school site encompasses 10 acres. The school has 75 classrooms, as well as a theater, gymnasium, music building, wood shop, auto shop, library, multi-purpose room, multiple athletic fields and courts, and a newly renovated stadium and an all-weather track.

The majority of the campus is surrounded by permanent fencing. Only 1 pedestrian gate is unlocked during the school day. All other gates are locked during the school day. During the school day, staff members including two full-time campus monitors and three administrators provide campus supervision. A Safe School Officer is assigned to Center High School but is available to support other schools in the district as well.

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

**Maintenance of School Buildings/Classrooms**

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

**Internal Security Procedures**

Center High School has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion

recommendation shall be submitted by the administration of Center High School. Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Center High School employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse. If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system. Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.



## **SECTION 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

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:

Supporting Data:

2011-2012 Academic Year

- 682 Referrals to the office
- 108 At Home Suspensions
- 18 Expulsions

2012-13 Academic Year- in progress 8.8.12 – 3.15.13 approximately 73% of year complete

- 547 Referrals to the office
- 36 At Home Suspensions
- 6 Expulsions

As a result of new and existing programs, we will continue to reduce the number of student referrals to the office and suspensions. For the 2012-2013 school year, we will reduce the number of referrals to the office as well as the number of suspensions by 10% as compared to the 2011-2012 school year.

### Related Activities

- Build and strengthen relationships with students by following the school wide expectations for the staff.
- Utilize the school's Guidance Team to identify "at-risk" students and develop strategies to support their success such as parent-teacher meetings to promote open communication with the family, Student Study Team meetings to evaluate the need for psychological, academic, emotional and/or physical evaluation.

- Development of a digital referral system which minimizes paper consumption, and most importantly provides for the opportunity to gather and evaluate data related to behavior issues.
- Utilize team collaboration meetings to identify at risk students and share accommodations that have been tried in the classroom and how successful were they.
- Reward students for making positive choices as outlined above.

## Objective #2:

### Parent/Student/Staff Safety

#### Supporting Data:

- Parent Survey
  - Q19: At Center High School students and parents feel safe.
    - 2011-2012 Survey- 52.8% strongly agree or agree
    - 2012-2013 Survey- 88.73% strongly agree or agree
- Student Survey
  - Q19: At Center High School students and parents feel safe.
    - 2011-2012 Survey- 18.0% strongly agree
    - 2012-2013 Survey- 65.3% agree
- Staff Survey
  - Q14: At Center High School staff members feel safe.
    - 2012-2013 Survey- 23.9% strongly agree
    - 2012-2013 Survey- 60.6% agree

As a result of the following policies and procedures, the safety of all students and staff is of utmost importance and shall receive an approval rating of 90% or higher on parent, student and staff surveys on questions regarding parents, students and staff feeling safe at school.

- Related Activities
  - Practice drills for fire and intruder on campus are held monthly
  - Specific emergency procedures are listed in this handbook and are distributed to all staff members with copies in the office available to parents and law enforcement
    - The plan is updated yearly and approved by SSC and The Board of Trustees
    - The plan is reviewed by the staff at least once a year
    - Center High Schools Safety Committee meets yearly to amend or review the plan and make recommendations
  - Safety information is included in the parent handbook which is posted on Center High School's website
  - The staff is instructed to implement a lock down if there is any doubt regarding a stranger on campus

- All adults must register in the office and wear an identification badge before going to classrooms or any other building or outdoor area on campus
- Posters are prominently displayed in windows with a warning that parents and neighbors have been given the number to the WE TIP Hotline to report suspicious activity or vandalism
- Graffiti, broken windows and any other damage found in the morning is reported immediately to the district's maintenance office
- It is taught and reinforced that students are to report any dangerous object including broken glass, a weapon, lighters, matches, etc. to an adult immediately and not to touch that object
- The District's Volunteer Policy requires fingerprint clearance, TB test and Megan's Law database check
- The District shares a partnership with Twin Rivers Police Dept. Officers assigned to Center High School
- School staff will have a more visible presence as they are monitoring students passing from their doorways during passing periods and are consistent about being at their assigned duty stations for before and after school supervision.
- Coordinate with the district transportation department to monitor and supervise the bus drop off and pick-up location at the south parking lot to facilitate safer traffic patterns for the buses.
- Cooperate with the district transportation department to address behavioral and safety issues with students who ride the district buses.
- A Safe School Officer from the Twin Rivers Police Department will drive in his/her marked car along the roads neighboring the campus during dismissal each day.
- Personnel from the Twin Rivers Police Department will be invited to attend our major parent night events throughout the year (BTSN, Open House, sporting events, dances, etc.).

## SECTION 6 SIGNATURE SHEET

\_\_\_\_CENTER HIGH SCHOOL\_\_\_\_\_ 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	_____
_____	Library Technician	_____

## **Appendix A**

### **FACULTY AND STAFF 2011/2012**

Mike Jordan, Principal  
Sara Wetteland, Assistant Principal  
Shirley McNichols, Assistant Principal

Nadia Abdelmalek  
Christine Allain  
Marc Allaman  
Molly Anderson  
Walt Anderson  
Terecita Angeles  
Tonia Beentjes  
Linda Bender  
Janet Bennett  
Melinda Berry  
Vernon Bisho  
Lisa Caldwell  
Matt Chamberlain  
Amy Chaney  
Deanna Chaney  
Erica Clark  
Kristen Clements  
Angela Clopton  
Keith Collins  
Anne Cowan  
Daniel Diaz-Romero  
Sherry Edgar  
Mark Espinoza  
Deanna Frazée  
Ray Gagnon  
John Gallagher  
Rebekah Garcia  
Joe Gomes  
Vivian Gonsolin  
Ed Graef  
Peter Graham  
Rich Hayes  
Shirley Hayes  
Larry Heslin

Phyllis Hicks  
Wendy Hollis  
Curtis Hunter  
Digol J'Beily  
Me'Lisa James  
Heather Jones  
Judy Ketcherside  
Ben Klatt  
Sylvia Leger  
Jeff Leino  
Yelena Leontieff  
Tim Liegerot  
Mark Loftus  
Myra Love  
Pedro Marquez  
Karen Matré  
Elizabeth McCloskey  
Rob McInnes  
Harvey McLeod  
Rose Mendoza  
Tom Miller  
Paul Miranda  
Tracy Moe  
Holland Myers  
Prem Nath  
Ann Neal  
Shawna Pacheco  
Michael Palmer  
Alex Perez  
Ana Perez  
Olga Petrovskaya  
Janet Pollard-Hjelden  
Emma Pitman

Jane Purdy  
Susan Radi-Blatnick  
Soledad Ramirez  
Tim Ridge  
Marie Robb  
Anatoliy Rub  
Bonnie Schiro  
Linda Schroyer  
Irina Sedykh  
Jennifer Shaffer  
Edmund Simental  
Ryan Stamm  
Lucas Smpardos  
Danielle Stout  
Robert Strayer  
Kathy Summers  
Sheryl Sumner  
Joaquin Tongol  
Mathew Tozzi  
Guylene Tree  
Ashley Votaw  
Julie Walker  
Sandy Weaver  
Joe Whalen  
Phyllis Wharton  
Jennifer Wilson  
Jennifer Winborne  
Heather Woods  
Michael Wright  
Zeissler, Adam

## **Appendix A**

**(Insert Classroom Phone Numbers Here)**

## **Appendix B**

**(Insert Utility Shut-Off Map Here)**



## **Appendix C**

**(Insert Evacuation Map Here)**

## **Appendix D**

**(Insert Off Campus Evacuation Map Here)**

### Student & Staff Accountability Form

DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ROOM #: \_\_\_\_\_

FORM COMPLETED BY: \_\_\_\_\_

# of students enrolled in this class:

# of students marked absent in this class:

Please list students marked absent by name: \_\_\_\_\_

# of students unaccounted for\* in this class:

\*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name: \_\_\_\_\_

Are there any adult staff from this room unaccounted for? \_\_\_\_\_

If so, please list by name: (Include staff staying behind with injured)

# of students with you but not on roster:

Please list these students by name: \_\_\_\_\_

# of extra adults in room

Please list extra adults by name: \_\_\_\_\_

For Command Staff:

\_\_\_\_\_ Missing students/adults recorded

### EOC Message Form Data

Tally and insert into the grid below

<u>Category</u>	<u>Description</u>	<u>Number</u>
<u>A</u>	<b>Fatalities</b>	<input style="width: 80px;" type="text"/>
<u>B</u>	<b>Minor Injuries (First aid only)</b>	<input style="width: 80px;" type="text"/>
<u>C</u>	<b>Injuries - Ambulance (Major + Moderate)</b>	<input style="width: 80px;" type="text"/>
	<b>Major (Immediate):</b> 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.	<input style="width: 80px;" type="text"/>
	<b>Moderate (Delayed):</b> Burns, major multiple fractures, back injuries with or without spinal cord damage.	<input style="width: 80px;" type="text"/>
<u>D</u>	<b>Property Damages</b>	<u>Circle One</u>
	<b>Major damage:</b> Building collapse, building leaning, major ground movement causing large cracks in ground.	<b>Major</b>
	<b>Moderate damage:</b> Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).	<b>Moderate</b>
	<b>Minor damage:</b> Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	<b>Minor</b>

\_\_\_\_\_ Triage recorded

## Appendix F

# 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 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 G Child Abuse Reporting Form

Print

## SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters

Pursuant to Penal Code Section 11168

PLEASE PRINT OR TYPE

CASE NAME: \_\_\_\_\_

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF INDICATED REPORTER		TITLE		ADDRESS REPORTER CALLED OFF		
	REPORTING PARTY'S CONTACT PLACE AND ADDRESS		Street	City	Zip	DO NOTED REPORTER WITHIN 10 BUSINESS DAYS	
	REPORTING TELEPHONE (DAYTIME)	TELEPHONE		TELETYPE DATA			
<b>B. REPORT INFORMATION</b>	TO LAW ENFORCEMENT TO COUNTY PROBATION TO COUNTY ATTORNEY (CPS Child Protective Services)		AGENCY		DATE/TIME OF PHONE CALL		
	ADDRESS		Street	City	Zip	TELEPHONE	
	OFFICIAL CONTACTED		TITLE		TELEPHONE		
<b>C. VICTIM</b> One report per victim	NAME (LAST FIRST MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	CITY/STATE	
	ADDRESS		Street	City	Zip	TELEPHONE	
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE	
	PHYSICALLY DISABLED	COGNITIVELY DISABLED	OTHER DISABILITY (SPECIFY)		PRESENT LANGUAGE		
	REPORTER CAREY	IF VICTIM IS A CHILD OF HOME CARE/ADULT OF MENTAL CARE TYPE OF CARE		TYPE OF ABUSE (CHECK ONE OR MORE)			
	YES	1 DAY CARE 2 CHILD CARE CENTER 3 FOSTER FAMILY HOME 4 FAMILY HOME		1 PHYSICAL 2 EMOTIONAL 3 SEXUAL 4 NEGLECT			
RELATIONSHIP TO SUSPECT		FATHER/STEPFATHER		DO YOU KNOW WHERE VICTIM LIVES			
<b>D. INVOLVED PARTIES</b> VICTIM WITNESSES SUSPECT	NAME (LAST FIRST MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	CITY/STATE	
	ADDRESS		Street	City	Zip	TELEPHONE	
	NAME (LAST FIRST MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	CITY/STATE	
	ADDRESS		Street	City	Zip	TELEPHONE	
	SUSPECT'S NAME (LAST FIRST MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	CITY/STATE	
	ADDRESS		Street	City	Zip	TELEPHONE	
	OTHER INVOLVED PERSONS						
	IF NECESSARY ATTACH EXTRA COPIES OF OTHER FORMS AND CHECK THE BOX <input type="checkbox"/> IF YOU HAVE THE TIME, COMPLETE VICTIM'S						
	DATE (YES OF INCIDENT)		PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What occurred) and when the mandated reporter observed/heard someone discussing the victim's need for or past incidents involving the victim's or suspect's or suspect's						

SS 8272 Rev. 12/91

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8263 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY - File in the Sheriff's Department BLUE COPY - County Welfare or Probation Department GREEN COPY - District Attorney's Office YELLOW COPY - Reporting Party

## **Appendix H**

### **Williams Uniform Complaint Procedure**

#### **NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS**

**Parents/Guardians, Pupils, and Teachers:**

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form can be obtained at the school office, district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site:  
<http://www.cde.ca.gov/re/cp/uc>.

(8/05 11/05) 11/07

Exhibit 2

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? \_\_\_\_\_ Yes \_\_\_\_\_ No

Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

## Appendix I

### 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 J**

### **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 K**

### **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 L**

### **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 M**

### **STUDENT APPEARANCE / DRESS CODE**

The following guidelines are intended to define “appropriate student attire” and personal grooming. The purpose is to prevent disruption of the classroom atmosphere, enhance classroom decorum, eliminate disturbances among other students, and minimize distraction so as not to interfere with the educational process. It is also intended to help protect the health and welfare of the individual student. At all times, all students are expected to abide by the following guidelines:

- a. Clothing, jewelry, personal items (gym bags, backpacks, water bottles, notebooks/binders, etc.) and tattoos with language or images that are vulgar, sexually suggestive, discriminatory, promoting prejudice, obscene, libelous, or that promote illegal or violent content, such as weapons, drugs, alcohol, tobacco, drug paraphernalia, or that contains threats, is prohibited.
- b. Garments shall be sufficient to conceal undergarments at all times.
- c. Shorts, skirts, and dresses must cover the upper-thigh area.
- d. Shirts and tops must cover the entire torso, including chest, back and midriff. Tube tops, halter-tops, backless tops, scoop-neck tops, low V-neck tops, half shirts, spaghetti straps, off the shoulder tops, and muscle shirts are not appropriate. Sheer/mesh tops must have appropriate clothing underneath.
- e. Pants, shorts and skirts must be worn at or above the hipbone.
- f. No pajamas or blankets.
- g. Hats, beanies, hoodies, bandanas, etc. (except those being worn for cultural or religious purposes) must be removed prior to entering a school building.
- h. Footwear must be worn at all times. No bedroom slippers.
- i. No sunglasses may be worn in buildings.
- j. Any clothing or accessories related to gangs are not acceptable.
- k. P.E. clothing shall not be worn outside of P.E. classes.

Students violating any part of this dress code will be sent to the office for replacement shirts or sweat pants.

NOTE: Coaches and teachers in classes, such as shop, may impose more stringent requirements than the above consistent with the needs of the particular sport and/or class.

**\*\*This list is not all-inclusive. The administration reserves the right to use their own discretion in deciding what is disruptive to the educational environment.**

# Center Unified School District

**AGENDA REQUEST FOR:**

Dept./Site: Oak Hill Elementary

Date: 1/28/2014

Action Item X

To: Board of Trustees

Information Item

From: Patty Spore, Principal

# Attached Pages 95

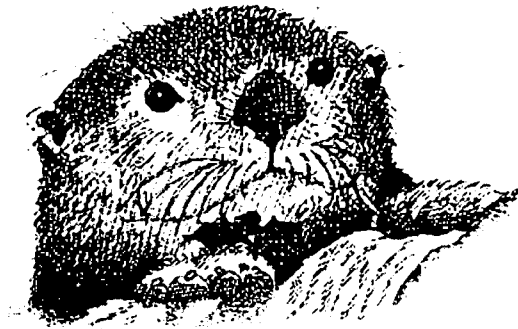
Principal's Initials: PLS

**SUBJECT: OAK HILL SAFE SCHOOL AND EMERGENCY PREPAREDNESS PLAN – FEBRUARY 2014 REVISION**

Each school year we are required to update our Comprehensive School Safety Plan. The current revision includes updated safety goals to reflect current staff training and an update to reflect staff currently working at Oak Hill.

**CONSENT AGENDA**

# **OAK HILL ELEMENTARY**



**And**

## **Emergency Preparedness Plan**

**Center Joint Unified School District  
Antelope, CA**

Revised January 2014

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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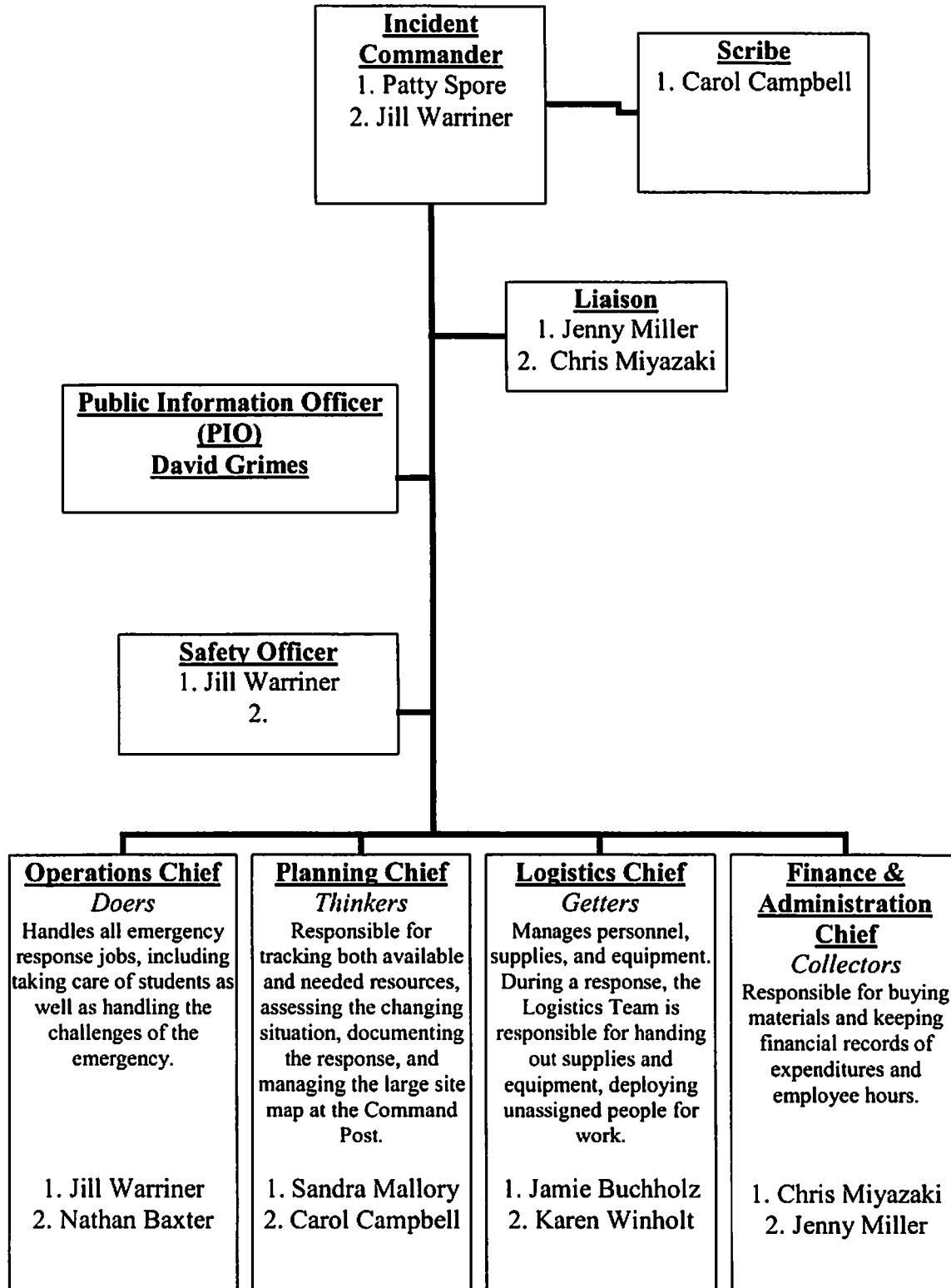
## **PART 1 CRISIS MANAGEMENT**

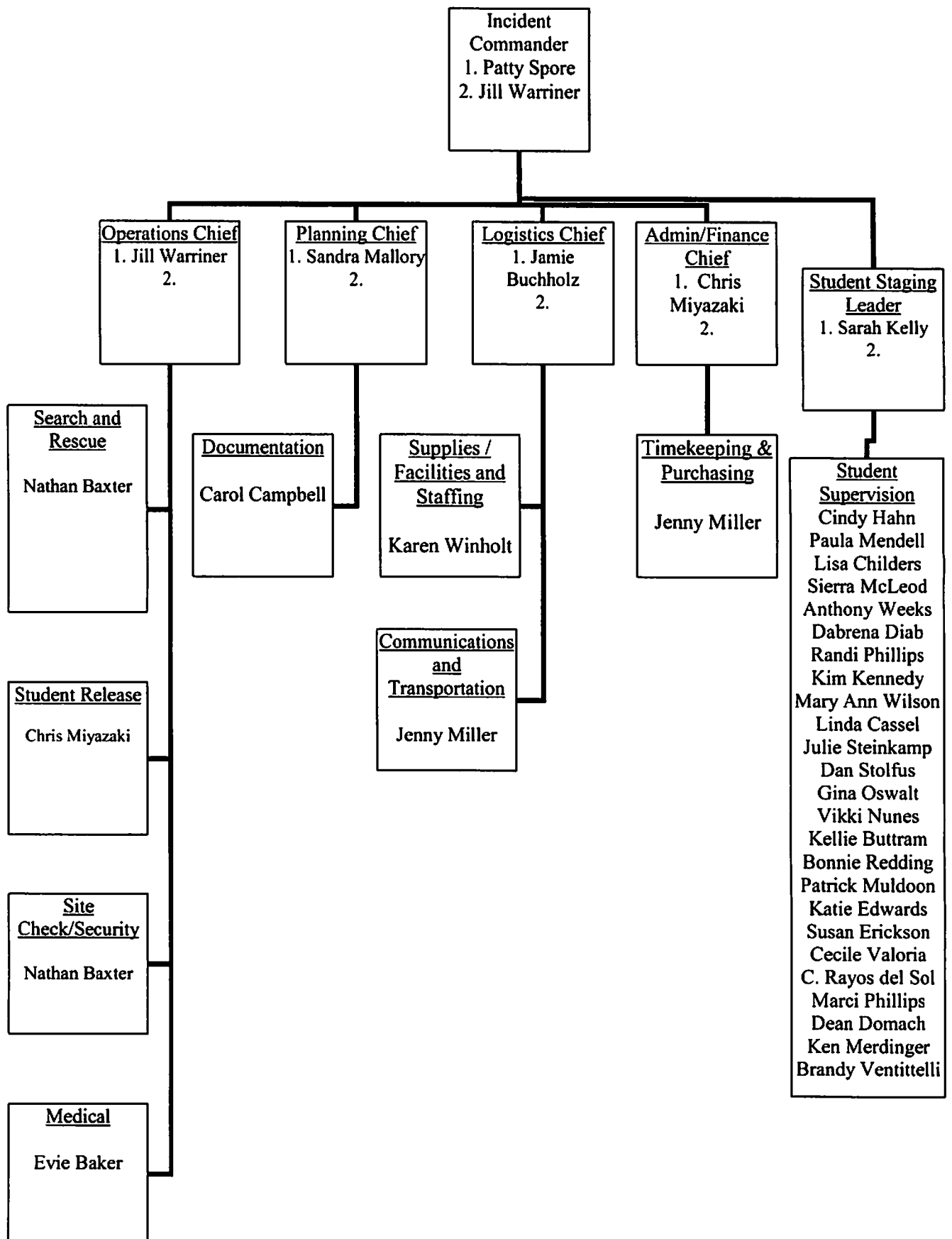
### **SECTION 1 INCIDENT COMMAND SYSTEM**

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.



## Oak Hill Elementary School Incident Command System





## Incident Command Descriptions

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

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

### ***Admin/Finance Chief***

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

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

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

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

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

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

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

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

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

**Liaison:** The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **SECTION 2 STAGING AREAS**

### **Indoor Command Post:**

1. Office
2. Library

### **Outdoor Command Post:**

1. Otter Outback
2. Front Steps
3. Nature Area

Triage Area: Quad, Bodega Triangle, or Drive between Tule Lake and Mission Bay

Parent Reunification Area: Cafeteria or Front Steps Area

Bus Staging Area: North Creek Court

Media Staging Area: Abalone Cove

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 staff 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**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

-----  
**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

-----  
**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

-----



## **SECTION 6 SCHOOL PARTNERSHIPS**

### Off Site Partnership

## **SECTION 7 RESOURCES**

### Staff List/Special Skills

#### Staff Emergency Information

##### **Staff Member**

	<b>Phone Number</b>	<b>Health Concerns</b>	<b>Special Skills</b>
Angeles, Aracelly			
Baker, Evie			
Barnes, Junella			
Baxter, Nathan			
Becker, LeAnn			
Belding, Tim			
Buchholz, Jamie			
Buderer, Claudia			
Buttram, Kellie			
Campbell, Carol			
Caron, Jeanenne			
Cassel, Linda			
Cebula, Gail			
Childers, Lisa			
Diab, Dabrena			
Domach, Dean			
Edwards, Katie			
Erickson, Susan			
Estrada, Angelina			
Friend, Elizabeth			
Garcia, Lorenzo			

<b>Staff Member</b>	<b>Phone Number</b>	<b>Health Concerns</b>	<b>Special Skills</b>
Hahn, Cindy			
Hammer, Jennifer			
Harris, Linda			
Haywood, Rochele			
Johnson, Katie			
Kelly, Sarah			
Kennedy, Kim			
Kirkland, Rosina			
Lark, Kim			
Mallory, Sandra			
McLeod, Sierra			
Mendell, Paula			
Merdinger, Ken			
Miller, Jennie			
Miyazaki, Chris			
Muldoon, Patrick			
Nelipovich, Luda			
Nunes, Vikki			
Oswalt, Gina			
Pantoya, Christina			
Phillips, Marci			
Phillips, Randi			
Plummer, Tamara			
Pullman, Cheryl			
Quintero, Dalia			
Rayos del Sol, Christine			
Redding, Bonnie			
Rosenbach, Akiko			
Sashko, Hanna			
Silverman, Todd			
Spore, Patty			
Steinkamp, Julie			
Stolfus, Dan			
Thompkins, Shelly			

[illegible]

## **SECTION 8 COMMUNICATIONS**

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

Communication between the custodial staff and the office staff will be by radio. All staff members shall have access to a radio in the room they work in.

### **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) Sac County: (916) 875-5437
- Child Protective Services (CPS) Placer County: (916) 784-6000
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School: (916) 338-6480
- 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      COMMUNICATIONS      DISTANCE LEARNING**

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:

- Arson Prevention (every other year – odd years) – {Sept. 17, 2013}
- Bloodborne Pathogens for School Employees (every other year – even years) – {Sept. 2012}
- Code Red Lockdown Training (annually) – {Sept. 10, 2013}
- CPR Training (every other year – even years) – {TBA}
- NIMMS/ICS video (discuss components annually, can watch video every other year) – {Oct. 15, 2013}
- Mandated Child Abuse Reporter Training (annually) – {Aug. 20, 2013}
- Triage Training (every other year – even years) – {Sept. 11, 2012}

\* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

## **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 AFTER-HOURS CRISIS PROCEDURES**

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

Train custodians on what role they should take during after-hours events. Ensure custodians have the Twin Rivers' Police Department phone number memorized. Also, ensure custodians carry a phone so they may be communicated with if a crisis occurs.

## **SECTION 3 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. Cell phones should also not be used.

### **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 the bomb threat. 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, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. 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.
- d. 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.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

### 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. Ask the questions in the order they are listed. 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 4 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 5      CHEMICALS/BIOHAZARD/GAS ODOR**

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

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

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

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

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

## **SECTION 6 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 7 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 8 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 9 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 returning to building under earthquake.)

### Minor Flooding

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



## **SECTION 10 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 11     HOSTAGE SITUATION     [REDACTED]**

### **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 12     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 13 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 14 MEDICAL EMERGENCY**

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

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

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

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

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

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

### **First Aid Stations**

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

### **Rescue**

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

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious bleeding.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

#### FIRST AID INSTRUCTIONS

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

#### Abdominal Pain

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

#### Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
  - Clear airway



- Tilt head back (unless possible neck injury - use jaw thrust)
  - Pinch nostrils
  - Seal mouth and blow
  - Watch for chest to rise
  - Listen for air to escape from mouth
  - Watch for chest to fall
  - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
    - Tilt the head
    - Jut the jaw forward
  3. If facial injuries make it impossible to use mouth to mouth method then use the manual method.
    - Use mouth to nose if airtight seal is impossible over victim's mouth.
    - Small child - cover both mouth and nose.
  4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
  5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

### Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

### Bone Injuries

1. Dislocations: fingers, thumb, shoulder  
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
  - Signs of a closed fracture:
    1. Swelling
    2. Tenderness to touch
    3. Deformity
    4. Discoloration
  - Treatment (closed fracture - no bleeding or broken skin at wound)
    1. Keep broken bone ends from moving
    2. Keep adjacent joints from moving
    3. Treat for shock

- Treatment (open fracture - broken bone and broken skin)
  1. Do not move protruding bone end
  2. If bleeding, control bleeding by direct pressure on wound
  3. Treat the same as closed fracture after bleeding is controlled.
- 3. Sprains (injury to soft tissue around a joint)
  - Always immobilize
  - Elevate joint
  - Apply cold packs during first half hour
  - Treat the same as closed fractures
  - X-ray may be necessary

### Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
  - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
  - b. Loosen tight clothing around neck and chest.
3. Open the airway:
  - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
  - b. Place your ear close to the victim's mouth; listen and feel for breathing.
  - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
  - d. Begin rescue breathing immediately. Have someone else summon professional help.

### Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths

- to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
- d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
  - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
    - i. The victim begins to breathe without your help
    - ii. The victim has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
  - b. Check for a pulse.
  - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
  - d. Recheck the pulse and for breathing.
  - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
  - f. Continue rescue breathing until one of the following occurs:
    - i. The child begins to breathe on his/her own.
    - ii. The child has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.

## Burns

1. Degrees:
  - Skin red (1st degree)
  - Blisters develop (2nd degree). Never break open blisters.
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic. (Do not use plastic on face.)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
  - Apply a thick, dry sterile dressing and bandage to keep out air.
  - If large area, wrap with a clean sheet or towel.

- Keep burned hands and feet elevated and get medical help immediately.
  - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
- Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
  - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
  - Have victim close the eye, place eye pad over lid, bandage and get medical help.

### Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

### Convulsions or Seizures

#### 1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

#### 2. Causes

- Head injuries

- Severe infections
  - Epilepsy
3. Treatment
- Prevent patient from hurting himself
  - Loosen tight clothing
  - Do not restrain
  - If breathing stops, apply mouth to mouth resuscitation
  - Do not give liquids nor put patient in warm water
  - When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

### Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

### Dog/Animal Bites

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

### Ears

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

### Electric Shock

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

### Eyes

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

### Fainting

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

### Fracture

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

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

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

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

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

### Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

### Head Injury

#### 1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more extremities
- Difference in size of pupils of the eyes

#### 2. First Aid for Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

### Heart Attack

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

### Nosebleeds

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

### Pandemic Flu Plan

#### Seasonal Flu:

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

#### Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

#### Severe Pandemic:

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

#### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

#### Social distancing:

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

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](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 15 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 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 16 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 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 17 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. **Custodial Services:** Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.
6. **Security:** In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.
7. **Signage and Publicity:** The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.
8. **Closing the Shelter:** The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.
9. **Reimbursement:** The Red Cross will reimburse the Owner for the following:
- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
  - b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*
  - c. *Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.*



## **SECTION 18      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 19 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

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

**SECTION 2      People and Programs:**  
**Create a "caring and connected" school climate.**

**DESCRIPTION OF SCHOOL CLIMATE**

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

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

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

## **SECTION 3 SCHOOL CLIMATE GOALS**

### The School Climate

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

- **Objective #1:** To increase the number of students who feel they are connected to the school.

### Related Activities:

- 1) Teachers in grades K-2 and 6<sup>th</sup> will teach the *2nd Step* Character Education program weekly. Students in grades 3 and 4 will receive training in the Stop and Think Program through the Sacramento Children's Home Mental Health Services. Teachers in grade 5 will teach a weekly lesson using the Steps to Respect Program.
- 2) By having inclusive selection processes, wider variety of activity options, and increased communication, the Oak Hill Staff will thereby encourage increased student participation in extra curricular activities.
- 3) Teachers and PIP (Primary Intervention Program) staff will select students in grades K-3 that could benefit from one-to-one attention to participate in PIP. These students will spend approximately 30 minutes, one day per week, for 12 weeks in the activity room with a child aide.
- 4) Students in grades 5 and 6 are encouraged to participate in the peer mediation group (Green Berets). Each trimester, two students from each class are selected by the teacher to act as peer mediators. At the beginning of the year, all fifth graders go through a 1 day training on the techniques used in peer mediation.
- 5) Create a School Garden. Teachers will be encouraged to use the new school garden to have students explore sciences through growing plants. Students will hopefully feel more ownership in their school.
- 6) Teachers will be trained in the Healthy Play program. Students will participate in Healthy Play activities at least two days per week for 30 minutes each of those days.

## **SECTION 4 Place:**

### **Create a physical environment that communicates respect for learning and for individuals.**

#### **DESCRIPTION OF PHYSICAL ENVIRONMENT**

##### **The School's Location and Physical Environment**

Oak Hill Elementary School is located in the Antelope area of Sacramento County that has a low crime rate and average poverty level. The campus experiences mild to moderate vandalism during evening hours. The immediate area around the school includes single family dwellings, apartments, commercial buildings, and parks. Present safety hazards include drug related crime in parks near apartment buildings housing students, heavy traffic on North Loop Blvd. directly in front of school, and problem traffic patterns near the back gate of school.

##### **Description of School Grounds**

The school site encompasses 10.53 acres. There are seven clusters of three classrooms each surrounding the main quad area. There are 15 re-locatable classrooms located across the playground from the main campus. Oak Hill also has a Park and Rec. day care center located at the end of the playground occupying 3 re-locatable classrooms. The playground is grass, concrete and asphalt and includes basketball and handball courts, baseball diamonds, an exercise equipment area, and a play structure area. Oak Hill is enclosed on three sides by a fence with gates which are kept locked during school hours. Other ancillary structures include the office, cafeteria, restrooms, teacher workroom, storage sheds, library, and computer labs.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. A Safe School Officer is available if needed.

It shall be the practice of Oak Hill Elementary School 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 classrooms and school grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The pupils take pride in the appearance of the school.

##### **Internal Security Procedures**

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

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

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

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

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

Phase 1 of an outdoor surveillance system was installed in 2008 to deter vandalism and/or apprehend vandals.

## **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: Increase the physical safety of the Oak Hill facilities for students, staff, and parents by placing the student Emergency Information packets into the Emergency Kit for each classroom.**

1) Related Activities: Create and distribute Emergency Information packets for each teacher monthly to ensure that the information is current.

**Objective #2: Staff members will wear their staff badges and carry a 2-way radio whenever outside the classroom.**

1) Related Activities: Replace 2-way radios that have stopped working.

**Objective #3: Emergency supplies will be kept in the classroom to ensure students have a snack and drink if parents are unable to pick student up from school during a disaster.**

1) Related Activities: A letter will be sent home at the beginning of the year to each family requesting a bag of food, water, and a letter to be used during a disaster.



## **SECTION 6 SIGNATURE SHEET**

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

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

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

Member	Title	Signature
<u>Patricia Spore</u>	Principal	_____
<u>Mary Ann Wilson</u>	Teacher	_____
<u>Gina Oswalt</u>	Teacher	_____
<u>Sandra Mallory</u>	Counselor	_____
<u>Jamie Buchholz</u>	Library Technician	_____
<u>Susie Lacy</u>	SSC Parent	_____

## **Appendix A**

**(Insert Classroom Phone Numbers Here)**

## **Appendix B**

**(Insert Utility Shut-Off Map Here)**

## **Appendix C**

**(Insert Evacuation Map Here)**

## **Appendix D**

**(Insert Off Campus Evacuation Map Here)**

## Appendix E

### EOC Message Form

#### Student & Staff Accountability Form

DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ROOM #: \_\_\_\_\_

FORM COMPLETED BY: \_\_\_\_\_

# of students enrolled in this class:

# of students marked absent in this class:

Please list students marked absent by name: \_\_\_\_\_

# of students unaccounted for\* in this class:

\*You didn't mark them absent and they are not with your class at this time

Please list students unaccounted for by name: \_\_\_\_\_

Are there any adult staff from this room unaccounted for? \_\_\_\_\_

If so, please list by name: (Include staff staying behind with injured) \_\_\_\_\_

# of students with you but not on roster:

Please list these students by name: \_\_\_\_\_

# of extra adults in room

Please list extra adults by name: \_\_\_\_\_

For Command Staff: \_\_\_\_\_ Missing students/adults recorded

#### EOC Message Form Data

Tally and insert into the grid below

<u>Category</u>	<u>Description</u>	<u>Number</u>
<b><u>A</u></b>	<b>Fatalities</b>	<input style="width: 80px;" type="text"/>
<b><u>B</u></b>	<b>Minor Injuries (First aid only)</b>	<input style="width: 80px;" type="text"/>
<b><u>C</u></b>	<b>Injuries - Ambulance (Major + Moderate)</b>	<input style="width: 80px;" type="text"/>
	<b>Major (Immediate):</b> 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.	<input style="width: 80px;" type="text"/>
	<b>Moderate (Delayed):</b> Burns, major multiple fractures, back injuries with or without spinal cord damage.	<input style="width: 80px;" type="text"/>
<b><u>D</u></b>	<b>Property Damages</b>	<b><u>Circle One</u></b>
	<b>Major damage:</b> Building collapse, building leaning, major ground movement causing large cracks in ground.	<b>Major</b>
	<b>Moderate damage:</b> Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).	<b>Moderate</b>
	<b>Minor damage:</b> Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	<b>Minor</b>

\_\_\_\_\_ Triage recorded

## Appendix F

# 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 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)

[Print](#)
**SUSPECTED CHILD ABUSE REPORT**
[Reset Form](#)

**CASE NAME:** \_\_\_\_\_

**CASE NUMBER:** \_\_\_\_\_

53 MAY 12 1957

02-1987 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 02-2603 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY - Police or Sheriff's Department; BLUE COPY - County Jail or Prison; GREEN COPY - County Attorney's Office; YELLOW COPY - Alleging Party

## Appendix H

Center Joint Unified School District  
• 8403 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329

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### Williams Complaints Classroom Notice

#### Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, 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.

*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.*

*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.*

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at [centerusd.org](http://centerusd.org). 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>.

August 2013

### Williams Complaints Form

**Education Code (EC) Section 35186** created 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, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: ☐ Yes ☐ No

Name (Optional): \_\_\_\_\_ Mailing Address (Optional): \_\_\_\_\_

Phone Number Day (Optional): \_\_\_\_\_ Evening (Optional): \_\_\_\_\_

Issue of complaint (please check all that apply):

**1. Textbooks and Instructional Materials**

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

**2. Facility Conditions**

- ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- ☐ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

**3. Teacher Vacancy or Misassignment**

- ☐ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is 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.)
- ☐ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- ☐ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

**4. High School Exit Examination (For school districts who receive intensive instruction funds)**

- ☐ Pupils who have not passed the high school exit exam by the end of 12<sup>th</sup> grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: \_\_\_\_\_

Location of Problem (School Name, Address, and Room Number or Location): \_\_\_\_\_

Course or Grade Level and Teacher Name: \_\_\_\_\_

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. \_\_\_\_\_

Please file this complaint at the following location:

David Grimes, Director of Personnel/Student Services 8408 Watt Avenue, Antelope, CA 95843

## Appendix I

### Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1           \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2           \*48900(a-2): Use of Force or Violence (S)
- 3           \*48900(b): Weapons (S)
- 4           \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5           \*48900(d): Drugs or Alcohol, Sale of (S)
- 6           \*48900(e): Robbery/Extortion (S)
- 7           \*48900(f): School Property Damage (S)
- 8           \*48900(g): Property Theft (S)
- 9           \*48900(h): Tobacco, Possession/Use(S)
- 10          \*48900(i): Language, Obscene/Profanity (S)
- 11          \*48900(j): Drugs, Paraphernalia (S)
- 12          \*48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13          \*48900(l): Stolen Property, Possession of (S)
- 14          \*48900(m): Firearm, Imitation (S)
- 15          \*48900(n): Sexual Assault (S)
- 16          \*48900(o): Harassment, Witness (S)
- 17          \*48900(p): Soma, Selling of (S)
- 18          \*48900(q): Hazing (S)
- 19          \*48900(r): Bullying/Harassment (S)
- 20          \*48900(t): Aids or Abets Physical Injury(S)
- 21          \*48900.2: Sexual Harassment (S)(E)
- 22          \*48900.3: Hate Violence (S)(E)
- 23          \*48900.4: Harassment, threats, intimidation (S)(E)
- 24          \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25          \*48900.7(b): Terroristic Threat (S)(E)
- 50          \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51          \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52          \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53          \*48915(a-4): Robbery/Extortion (S)(E)
- 54          \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55          \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56          \*48915(c-2): Brandishing a Knife (E)\*\*
- 57          \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58          \*48915(c-4a): Sexual Assault(E)\*\*
- 59          \*48915(c-4b): Sexual Battery (E)\*\*
- 60          \*48915(c-5): Possession of an Explosive (E)\*\*

## **Appendix J**

### **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 K**

### **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 L**

### **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 M**

### **School Dress Code**

Students, grades K-5 enrolled in the Oak Hill Elementary School, in the Center Unified School District, are to adhere to the following dress code:

1. Shoes are to be worn at all times. Flip-flops, sandals and shoes with metal plates are unsafe and are not to be worn at school
2. Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice or incite violence or the use of drugs or alcohol.
3. Head coverings are to be worn outside of the school building only. The brim of any head covering must face toward the front.
4. Short shorts and/or tight bicycle shorts are unacceptable. Mid-thigh length shorts, dresses and skirts are acceptable. Length should be 1 inch below fingertips when standing straight. Leggings can be worn as long as the shirt/top covers the buttocks.
5. Halter, tank and midriff tops, low back and/or front sundresses and/or loose arm holed blouses are unacceptable. Clothing should be such that no undergarments or private parts are visible.
6. Hair must not interfere with school activities. Unnatural or decorative hair colors are not allowed.
7. We feel that careless or overly informal dress may reflect a student's attitude toward learning. Clothing is a reflection of a student's personality and feeling of self worth. Parents will be called to provide appropriate clothing if and when the dress code is not adhered to as defined above. Clothing will need to be brought to the school the day of the infraction. We encourage the parent volunteers to adhere to this dress code.

# Center Unified School District

AGENDA REQUEST FOR

DEPT./SITE: Spinelli Elementary

ACTION ITEM   X  

TO: Board of Trustees

INFORMATION ITEM           

DATE: January 9, 2014

# ATTACHED PAGES           

FROM: Kristin Schmieder

PRINCIPAL'S INITIALS KS.

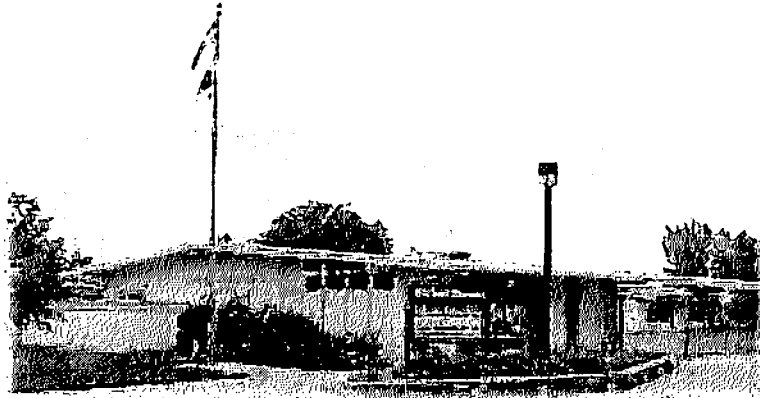
**SUBJECT:**

Board approval of Spinelli's Safe School Plan for the 2013-2014 school year.

RECOMMENDATION:

CONSENT AGENDA

# *Spinelli Elementary School*



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

*2013-2014 School Year*

**Center Joint Unified School District  
Antelope, CA**

Revised December 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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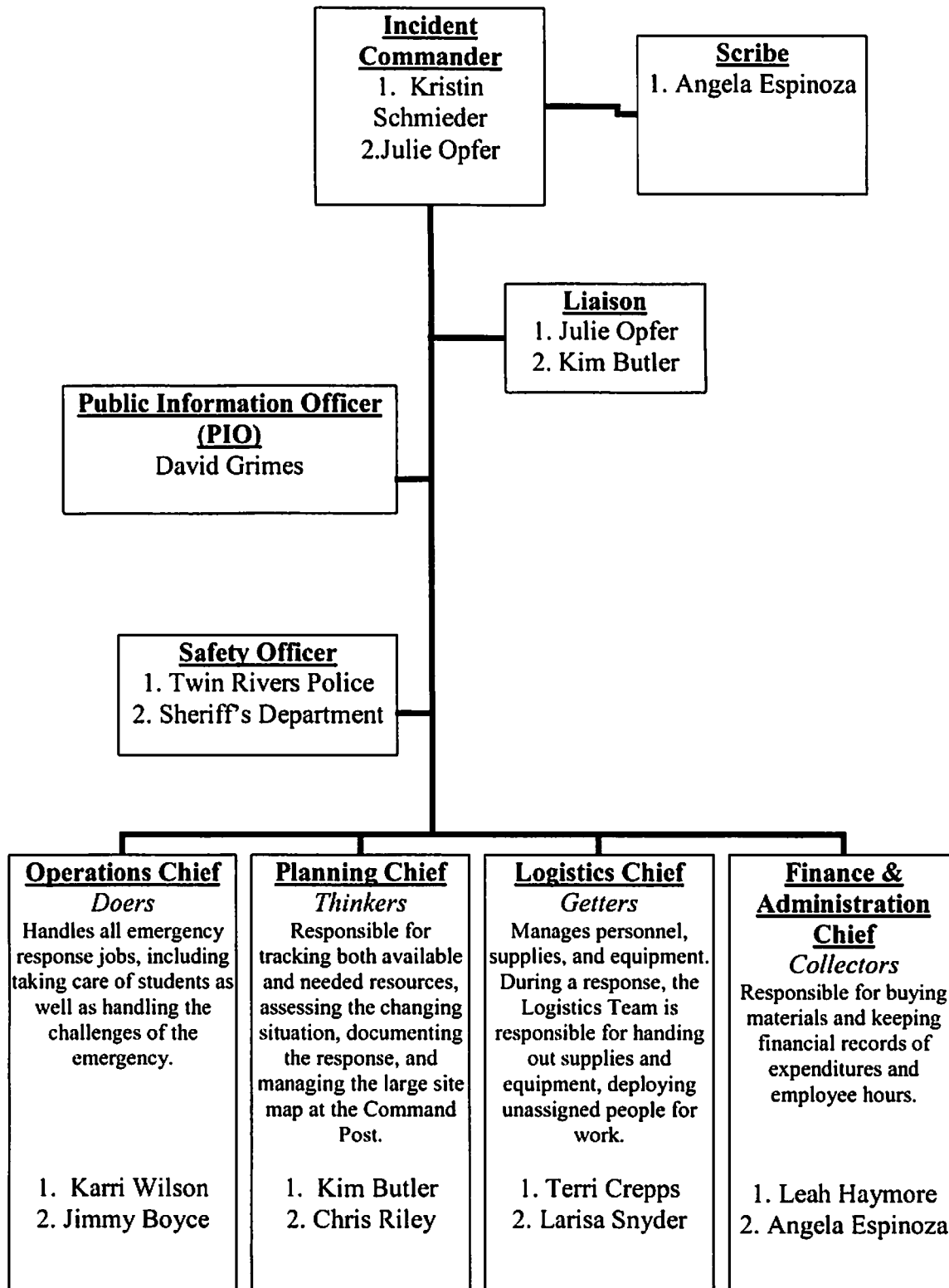
## **PART 1 CRISIS MANAGEMENT**

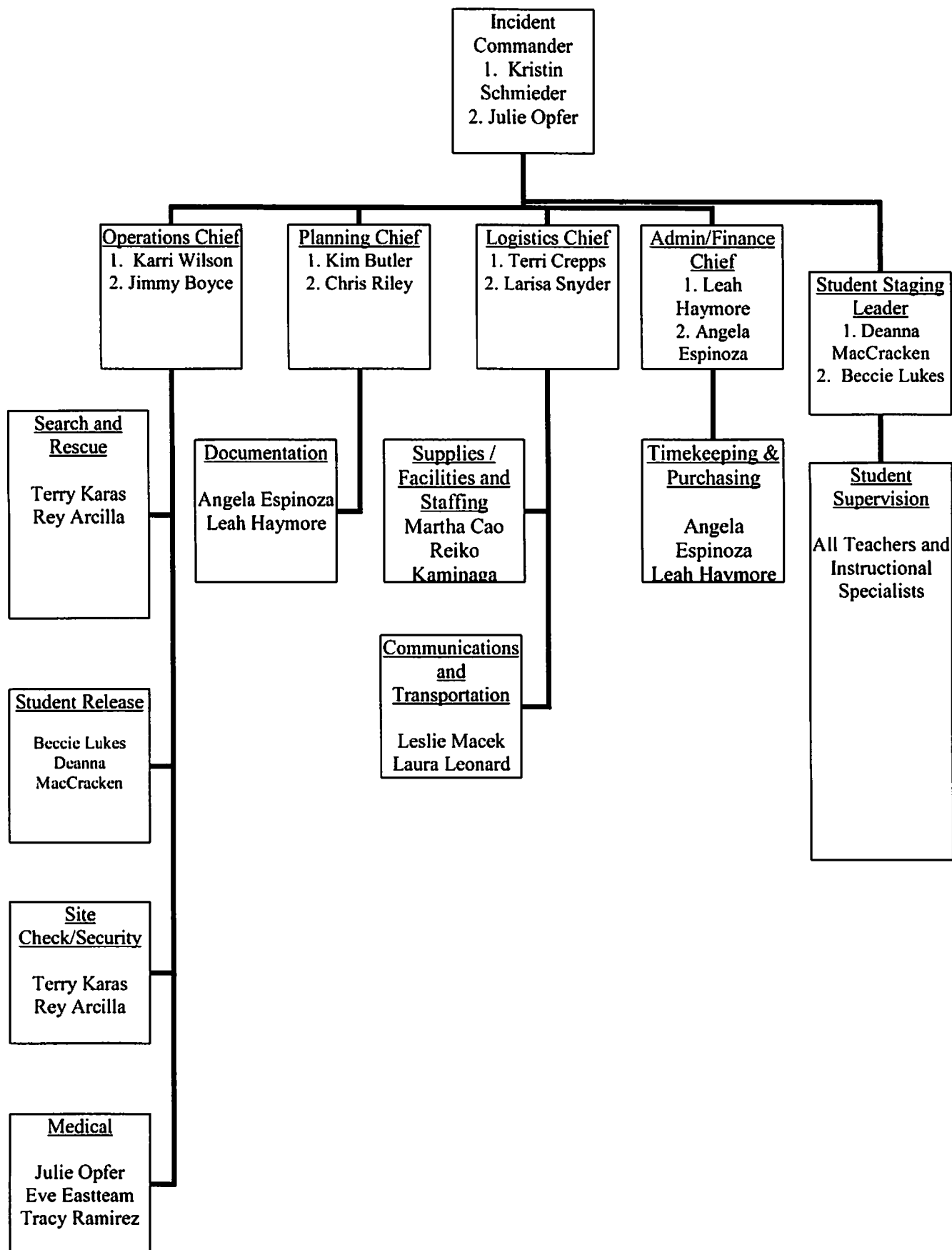
### **SECTION 1 INCIDENT COMMAND SYSTEM**

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.



## Spinelli Elementary School Incident Command System





## Incident Command Descriptions

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

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

### *Admin/Finance Chief*

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

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

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

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

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

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

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

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

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

*Liaison:* The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **SECTION 2 STAGING AREAS**

### **Indoor Command Post:**

1. Main Office
2. Cafeteria/Multipurpose Room

### **Outdoor Command Post:**

1. Outside Principal's Office on playground inside gates
2. Picnic Table area behind cafeteria

### **Triage Area:**

Indoor-Room 10, outdoor-grassy area next to room 10

### **Parent Reunification Area:**

Cafeteria, classrooms, or field

### **Bus Staging Area:**

Field

### **Media Staging Area:**

Grassy area in front of school (outside gates)

### **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 staff 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**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

---

**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_

---

**STUDENT RELEASE FORM**

Date \_\_\_\_\_ Time \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

**PERSON CHECKING OUT STUDENT:** \_\_\_\_\_

Signature \_\_\_\_\_



## **SECTION 6 SCHOOL PARTNERSHIPS**

Off Site Partnership:

## SECTION 7      RESOURCES

### Staff List/Special Skills

#### Staff Emergency Information

##### Staff Member

<b>Certificated</b>	<b>Phone Number</b>	<b>Health Concerns</b>	<b>Special Skills</b>
<b>Pre-K SDC</b>			
Terri Crepps			
Rebecca Smith-Lehmann			
<b>Kindergarten</b>			
Jimmy Boyce			
<b>K/1 Combo</b>			
Gloria Weiser-Lewis			
<b>First Grade</b>			
Lyn Reason			
<b>K-2 SDC</b>			
Larisa Snyder			
<b>Second Grade</b>			
Stephen Kyle			
<b>Third Grade</b>			
Margie O'Connor			
<b>2-5 SDC</b>			
Kim Butler			
<b>3/4Combo</b>			
Denae Chamberlain			

<b>Staff Member</b>	<b>Phone Number</b>	<b>Health Concerns</b>	<b>Special Skills</b>
<b>Fourth Grade</b>			
Leslie Macek			
<b>3-5 SDC</b>			
Cristy Wojdac			
<b>Fifth Grade</b>			
Carin Jensen			
<b>4-6 SDC</b>			
Christian Riley			
Karri Wilson			
<b>5/6 Combo</b>			
Kim Leclair			
<b>Sixth Grade</b>			
Jean Luigi			
<b>Other Certificated</b>			
<b>Title 1</b>			
Julie Opfer			
<b>RSP</b>			
Tracy Ramirez			
<b>Speech/Language</b>			
Darlene Cooper-Perez			
Eve Eastteam			
<b>School Psychologist</b>			
Sandra Mallory			
<b>Family Resource Center</b>			
Alyson Collier			
Angela Bryant			
<b>ERMHS</b>			
Anne Lyons			
Tim Belding			
<b>SCOE</b>			
Michaelann Boyle			
Kim Craven			
<b>Principal</b>			
Kristin Schmieder			
<b>Classified</b>			
Abundis, Ammie			
Arcilla, Rey			
Bennefeld, Michael			
Bolton, Lois			

Brown, Senovia
Cao, Martha
Cid, Vivian
Davidson, Jessica
Domalakes, Andrea
Edwards, Lori
Erwin, Rita
Espinoza, Angela
Frison, Angela
Gamboa, Susanne
Goodman, Shelia
Hayes, Suzanne
Haymore, Leah
Hernandez, Nora
Kaley, Debra
Kaminaga, Reiko
Karas, Terry
Katkanova, Lyubov
Kitchens, Katrina
Kleinschmidt, Nachele
Klyuchnik, Tatyana
Lee, Jin
Leonard, Laura
Lewis, Jodie
Lukes, Rebecca
MacCracken, Deanna
Miller, Vicki
Morgan, Kathleen
Morisette, Amie
Parker, Ginger
Perez, Denise
Pessoa, Lupe
Pirtle, Lisa
Prince, Sarah
Rivero, Elizabeth
Robinson, Lauren
Rogers, Jordan
Sato, Amanda
Shurtleff, Diana
Simmons, Andre
Sminov, Michael

## **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
- McCellan High School: (916) 338-6445

## **SECTION 10      LETTERS HOME**

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire that requires evacuation, students will be evacuated to {insert location}. If possible, notification will be sent to parents through the automatic dialing system; otherwise, parents will be informed by school officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be re-united with parents.

As the new school year starts we would like to remind you that this is a good time to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of anyone you want to pick up your child during an emergency. Students will NOT be released to ANYONE not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

## **SECTION 11      AFTERMATH**

### **Counseling**

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



## **SECTION 12      TRAINING AND UPDATING**

### Drills

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

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

### Training

The staff has participated in the following trainings:

- Arson Prevention (every other year – odd years) – {}
- Bloodborne Pathogens for School Employees (every other year – even years) – {February 4, 2014}
- Code Red Lockdown Training (annually) – {October 29, 2013}
- CPR Training (every other year – even years) – {}
- NIMMS/ICS video (discuss components annually, can watch video every other year) – {October 8, 2013}
- Mandated Child Abuse Reporter Training (annually) – {}
- Triage Training (every other year – even years) – {October 29, 2013}

\* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

## **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. Cell phones should also not be used.

### **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 the bomb threat. 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.

- III. Teachers
- a. Upon receiving the notice to evacuate, have your students assemble outside your classroom in an orderly manner and wait for you.
  - b. Students should take their backpacks with them.
  - c. 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.
  - d. 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.
  - e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
- 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. Ask the questions in the order they are listed. 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 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 returning to building under earthquake.)

### Minor Flooding

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

## **SECTION 9** **GAS ODOR**

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

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

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



## **SECTION 10     HOSTAGE SITUATION**

### Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

### Terrorist or Intruder Enters the Classroom

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

### Terrorist or Intruder Enters the Office

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

### Terrorist or Intruder Appears on Campus During Recess

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

## **SECTION 11      HOSTILE VISITOR**

### Domestic or Civil Disturbance

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

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

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

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

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

### Procedure to Deal with Civil Disturbances

#### **Violent Person:**

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport

with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

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

#### **Mob:**

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

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

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

## **SECTION 12     KIDNAPPING/ATTEMPTED KIDNAPPING**

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

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

## **SECTION 13 MEDICAL EMERGENCY**

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

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

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

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

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

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

### First Aid Stations

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

### Rescue

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

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious bleeding.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

#### FIRST AID INSTRUCTIONS

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

#### Abdominal Pain

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

#### Artificial Respiration

1. Steps for mouth-to-mouth artificial respiration:
  - Clear airway

- Tilt head back (unless possible neck injury - use jaw thrust)
  - Pinch nostrils
  - Seal mouth and blow
  - Watch for chest to rise
  - Listen for air to escape from mouth
  - Watch for chest to fall
  - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
    - Tilt the head
    - Jut the jaw forward
  3. If facial injuries make it impossible to use mouth-to-mouth method then use the manual method.
    - Use mouth-to-nose if airtight seal is impossible over victim's mouth.
    - Small child - cover both mouth and nose.
  4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
  5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

### Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

### Bone Injuries

1. Dislocations: fingers, thumb, shoulder  
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
  - Signs of a closed fracture:
    1. Swelling
    2. Tenderness to touch
    3. Deformity
    4. Discoloration
  - Treatment (closed fracture - no bleeding or broken skin at wound)
    1. Keep broken bone ends from moving
    2. Keep adjacent joints from moving
    3. Treat for shock



- Treatment (open fracture - broken bone and broken skin)
  1. Do not move protruding bone end
  2. If bleeding, control bleeding by direct pressure on wound
  3. Treat the same as closed fracture after bleeding is controlled.
- 3. Sprains (injury to soft tissue around a joint)
  - Always immobilize
  - Elevate joint
  - Apply cold packs during first half hour
  - Treat the same as closed fractures
  - X-ray may be necessary

### Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
  - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
  - b. Loosen tight clothing around neck and chest.
3. Open the airway:
  - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
  - b. Place your ear close to the victim's mouth; listen and feel for breathing.
  - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
  - d. Begin rescue breathing immediately. Have someone else summon professional help.

### Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths

- to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
- d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
  - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
    - i. The victim begins to breathe without your help
    - ii. The victim has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
  - b. Check for a pulse.
  - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
  - d. Recheck the pulse and for breathing.
  - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
  - f. Continue rescue breathing until one of the following occurs:
    - i. The child begins to breathe on his/her own.
    - ii. The child has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.

## Burns

1. Degrees:
  - Skin red (1st degree)
  - Blisters develop (2nd degree). Never break open blisters.
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic. (Do not use plastic on face.)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
  - Apply a thick, dry sterile dressing and bandage to keep out air.
  - If large area, wrap with a clean sheet or towel.

- Keep burned hands and feet elevated and get medical help immediately.
  - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
- Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
  - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
  - Have victim close the eye, place eye pad over lid, bandage and get medical help.

#### Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

#### Convulsions or Seizures

##### 1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

##### 2. Causes

- Head injuries

- Severe infections
  - Epilepsy
3. Treatment
- Prevent patient from hurting himself
  - Loosen tight clothing
  - Do not restrain
  - If breathing stops, apply mouth to mouth resuscitation
  - Do not give liquids nor put patient in warm water
  - When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

### Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

### Dog/Animal Bites

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

### Ears

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

### Electric Shock

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

### Eyes

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

### Fainting

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

### Fracture

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

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

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

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

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

### Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

### Head Injury

#### 1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more extremities
- Difference in size of pupils of the eyes

#### 2. First Aid for Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

### Heart Attack

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

### Nosebleeds

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

### Pandemic Flu Plan

#### Seasonal Flu:

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

#### Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

#### Severe Pandemic:

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

#### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

#### Social distancing:

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

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](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 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 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.

## **SECTION 18 AFTER-HOURS CRISIS PROCEDURES**

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

Train custodians on what role they should take during after-hours events. Ensure custodians have the Twin Rivers' Police Department phone number memorized. Also, ensure custodians carry a phone so they may be communicated with if a crisis occurs.



## **SECTION 19 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. Security: In coordination with the Facility Coordinator, the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*

b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*

c. *Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.*

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint Unified School District Mission Statement

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

#### School Mission Statement

At Cyril Spinelli Elementary School all students are offered an educational environment designed to foster lifelong learning and create honorable citizens. Students will develop habits of the mind which lead to flexible thinkers, problem solvers, and team players. The school environment promotes powerful learning opportunities and curriculum rich in a variety of genres. Activities are meaning centered and relevant, address various learning styles and multiple intelligences, encourage creativity, emphasize problem solving, incorporate authentic assessments, utilize technology, and reflect an appreciation and respect for cultural diversity.

## **SECTION 2      People and Programs: Create a "caring and connected" school climate.**

### **DESCRIPTION OF SCHOOL CLIMATE**

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

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

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

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

## **SECTION 3 SCHOOL CLIMATE GOALS**

### The School Climate

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

- Objective #1:

#### **Create a nurturing school environment**

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

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

- Objective #2:

#### **Provide clear, consistent, realistic school rules and expectations**

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

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

- Teachers teach the Second Step Program, hold class meetings to address and resolve student concerns, and utilize the strategies of Healthy Play whenever applicable throughout the school day, and the VIBE Program is provided to students in grades 4-6.

- Objective #3:

**Open communication among staff, students and parents**

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

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

## **SECTION 4 Place**

**Create a physical environment that communicates respect for learning and for individuals.**

### **DESCRIPTION OF PHYSICAL ENVIRONMENT**

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

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

The gates remain locked during the school day, with the exception of the front gate, and staff members and the administration provide campus supervision. All visitors must check in at the office and obtain a visitors pass to enter the campus. Adult education students wear ID badges while on the campus.

Spinelli's physical facility is well maintained and generally neat and clean. We had a major renovation to our oldest existing structures during the summer of 2008. The school was newly painted outside and inside of four of our permanent structures. All the buildings have been rewired and upgraded to current standards for fire safety. New phone, bell, intercom and clock systems were installed in 2009. In the summer of 2013, school doors and trim were re-painted. The grounds are maintained by the District grounds department.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system is in effect to deter vandalism and assist in the apprehension of criminals. All school equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

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

## **SECTION 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:

#### **Student/Staff Safety as it relates to Emergency Preparedness**

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

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

- Objective #2:

#### **Student/Staff Safety as it relates to Daily School Routines**

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



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

- Objective #3:

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

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

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

## SECTION 6      SIGNATURE SHEET

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

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

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

Member	Title	Signature
<u>Kristin Schmieder</u>	Principal	<u>Kristin Schmieder</u>
<u>Christian Riley</u>	Teacher	<u>Chris Riley</u>
<u>Kim Butler</u>	Teacher	<u>Kim Butler</u>
<u>Alyson Collier</u>	Counselor	<u>Alyson Collier</u>
<u>Leah Haymore</u>	Library Technician	<u>Leah Haymore</u>
<u>Maria Maeder</u>	SSC Parent	<u>Maria Maeder</u>

## **Appendix A**

**(Insert Classroom Phone Numbers Here)**

## **Appendix B**

**(Insert Utility Shut-Off Map Here)**

## **Appendix C**

**(Insert Evacuation Map Here)**

## **Appendix D**

**(Insert Off Campus Evacuation Map Here)**

## Appendix E

### EOC Message Form

Student & Staff Accountability Form	
DATE:	
TEACHER:	
ROOM #:	
FORM COMPLETED BY:	
# of students enrolled in this class:	<input style="width: 80%;" type="text"/>
# of students marked absent in this class:	<input style="width: 80%;" type="text"/>
Please list students marked absent by name:	
# of students unaccounted for* in this class:	<input style="width: 80%;" type="text"/>
*You didn't mark them absent and they are not with your class at this time	
Please list students unaccounted for by name:	
Are there any adult staff from this room unaccounted for? _____	
If so, please list by name: (Include staff staying behind with injured)	
# of students with you but not on roster:	<input style="width: 80%;" type="text"/>
Please list these students by name:	
# of extra adults in room	<input style="width: 80%;" type="text"/>
Please list extra adults by name:	
For Command Staff: _____ Missing students/adults recorded	

EOC Message Form Data		
Tally and insert into the grid below		
<u>Category</u>	<u>Description</u>	<u>Number</u>
<b><u>A</u></b>	<b>Fatalities</b>	<input style="width: 80%;" type="text"/>
<b><u>B</u></b>	<b>Minor Injuries (First aid only)</b>	<input style="width: 80%;" type="text"/>
<b><u>C</u></b>	<b>Injuries - Ambulance (Major + Moderate)</b>	<input style="width: 80%;" type="text"/>
	<b>Major (Immediate):</b> 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.	<input style="width: 80%;" type="text"/>
	<b>Moderate (Delayed):</b> Burns, major multiple fractures, back injuries with or without spinal cord damage.	<input style="width: 80%;" type="text"/>
<b><u>D</u></b>	<b>Property Damages</b>	<b><u>Circle One</u></b>
	<b>Major damage:</b> Building collapse, building leaning, major ground movement causing large cracks in ground.	<b>Major</b>
	<b>Moderate damage:</b> Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).	<b>Moderate</b>
	<b>Minor damage:</b> Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	<b>Minor</b>
_____ Triage recorded		

## Appendix F

# 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 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 G 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 INDIVIDUAL REPORTER		TITLE		MANDATED REPORTER OFFICE/UNIT	
	REPORTED TO BUS/AGENCY NAME AND ADDRESS		DATE		CITY	
	REPORTER'S TELEPHONE (AREA)		CITY		STATE	
<b>B. REPORT INFORMATION</b>	TYPE OF REPORT (SEE INSTRUCTIONS)		AGENCY		DATE/TIME OF FIRST CALL	
	CITY		CITY		CITY	
	CITY		CITY		CITY	
<b>C. VICTIM INFORMATION</b>	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH		SEX	
	ADDRESS		CITY		STATE	
	CITY		CITY		CITY	
	CITY		CITY		CITY	
	CITY		CITY		CITY	
	CITY		CITY		CITY	
<b>D. INVOLVED PARTIES</b>	NAME (LAST FIRST MIDDLE)		DATE OF BIRTH		SEX	
	ADDRESS		CITY		STATE	
	CITY		CITY		CITY	
	CITY		CITY		CITY	
	CITY		CITY		CITY	
	CITY		CITY		CITY	
<b>E. INCIDENT INFORMATION</b>	DATE/TIME OF INCIDENT		PLACE OF INCIDENT		TYPE OF INCIDENT	
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT		TYPE OF INCIDENT	
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT		TYPE OF INCIDENT	
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT		TYPE OF INCIDENT	
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT		TYPE OF INCIDENT	
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT		TYPE OF INCIDENT	

35 0072 (Rev. 12/01)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form 35 0053 (1) if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY - State of Justice Department; BLUE COPY - County Welfare or Probation Department; GREEN COPY - District Attorney's Office; YELLOW COPY - Reporting Party.

## **Appendix H**

### **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/rc/cp/uc>.

(8/05 11/05) 11/07

## Exhibit 2

### COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? \_\_\_\_\_ Yes \_\_\_\_\_ No

Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

# **Appendix I**

## **Center Joint Unified School District Discipline Policies**

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1           \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2           \*48900(a-2): Use of Force or Violence (S)
- 3           \*48900(b): Weapons (S)
- 4           \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5           \*48900(d): Drugs or Alcohol, Sale of (S)
- 6           \*48900(e): Robbery/Extortion (S)
- 7           \*48900(f): School Property Damage (S)
- 8           \*48900(g): Property Theft (S)
- 9           \*48900(h): Tobacco, Possession/Use(S)
- 10          \*48900(i): Language, Obscene/Profanity (S)
- 11          \*48900(j): Drugs, Paraphernalia (S)
- 12          \*48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13          \*48900(l): Stolen Property, Possession of (S)
- 14          \*48900(m): Firearm, Imitation (S)
- 15          \*48900(n): Sexual Assault (S)
- 16          \*48900(o): Harassment, Witness (S)
- 17          \*48900(p): Soma, Selling of (S)
- 18          \*48900(q): Hazing (S)
- 19          \*48900(r): Bullying/Harassment (S)
- 20          \*48900(t): Aids or Abets Physical Injury(S)
- 21          \*48900.2: Sexual Harassment (S)(E)
- 22          \*48900.3: Hate Violence (S)(E)
- 23          \*48900.4: Harassment, threats, intimidation (S)(E)
- 24          \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25          \*48900.7(b): Terroristic Threat (S)(E)
- 50          \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51          \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52          \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53          \*48915(a-4): Robbery/Extortion (S)(E)
- 54          \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55          \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56          \*48915(c-2): Brandishing a Knife (E)\*\*
- 57          \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58          \*48915(c-4a): Sexual Assault(E)\*\*
- 59          \*48915(c-4b): Sexual Battery (E)\*\*
- 60          \*48915(c-5): Possession of an Explosive (E)\*\*



## **Appendix J**

### **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 K**

### **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 L**

### **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 M**

**(Insert Site Dress Code,  
if it contains language about "gang-related apparel)**

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept. /Site:** Business Department

**Date:** 02/07/2014

**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 2013 through January 2014.

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the  
District Payroll Orders for July 2013 through January 2014.

CONSENT AGENDA

<b>DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2014</b>
--

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 899,102.04	50139.63		\$ 949,241.67	252
AUG	\$ 2,200,733.72	\$ 68,455.98		\$ 2,269,189.70	634
SEPT	\$ 2,215,854.45	\$ 119,769.89		\$ 2,335,624.34	681
OCT	\$ 2,223,970.83	\$ 94,626.55		\$ 2,318,597.38	668
NOV	\$ 2,213,101.99	\$ 133,900.45		\$ 2,347,002.44	704
DEC	\$ 533,240.08	\$ 109,933.94	\$ 130,828.90	\$ 774,002.92	1143
2-Jan	\$ 1,722,577.99			\$ 1,722,577.99	
JAN	\$ 2,243,920.55	\$ 67,140.87		\$ 2,311,061.42	681
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 14,252,501.65	\$ 643,967.31	\$ 130,828.90	\$ 15,027,297.86	4763
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# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** February

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess

**# Attached Pages 52**

**SUBJECT: Supplemental Agenda – Commercial Warrant Registers**

January 9, 2014, \$166,769.69, January 16, 2014, \$251,195.21, January 23, 2014, \$359,138.09, January 30, 2014, 175636.73.

The commercial warrant payments to vendors totals  
\$ 952,739.72.

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

**CONSENT AGENDA**

**XIV-20**

81 CENTER UNIFIED SCHOOL DIST.  
01/10/14

ACCOUNTS PAYABLE PRELIST

J7651 APY500

H.02.05 01/09/14 PAGE 0

Batch status: A All

From batch: 0048

To batch: 0048

Include Revolving Cash: Y

Include Address: N



81 CENTER UNIFIED SCHOOL DIST.  
01/10/14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 01/10/14  
FUND : 01 GENERAL FUND

J7651 APY500 H.02.05 01/09/14 PAGE 1  
<< 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	rep	dep	T9MP		
015797/00	ACE SUPPLY HARDWARE NORTH															
1009	PO-140883	01/10/2014	094693/2				1	01-8150-0-4300-106-0000-8110-007-000	NN	P					16.47	16.47
1009	PO-140883	01/10/2014	094830/2				1	01-8150-0-4300-106-0000-8110-007-000	NN	P					31.37	31.37
															TOTAL PAYMENT AMOUNT	47.84 *
																47.84
010002/00	ALDAR ACADEMY															
547	PO-140484	01/10/2014	DEC2013				1	01-6500-0-5800-102-5750-1180-003-000	NN	P					1,844.96	1,844.96
															TOTAL PAYMENT AMOUNT	1,844.96 *
																1,844.96
021763/00	ALL STAR RENTS															
1477	PO-141305	01/10/2014	418913				1	01-0000-0-5600-472-1110-1000-014-000	NN	F					363.78	363.78
															TOTAL PAYMENT AMOUNT	363.78 *
																363.78
019769/00	AMERICAN EXPRESS															
945	PO-140829	01/10/2014	0-03000				1	01-0000-0-5200-120-0000-7110-001-000	NN	F					485.07	485.10
1467	PO-141255	01/10/2014	0-03000				1	01-6500-0-4300-102-5770-1110-003-000	NN	F					101.44	101.43
															TOTAL PAYMENT AMOUNT	586.53 *
																586.53
019210/00	ANDREWS, JULIE															
1481	PO-141295	01/10/2014	REIMB				2	01-0036-0-5200-103-0000-2110-003-000	NN	F					93.79	93.79
1481	PO-141295	01/10/2014	REIMB				1	01-7405-0-5200-103-0000-2130-003-000	NN	F					31.64	31.64
															TOTAL PAYMENT AMOUNT	125.43 *
																125.43
021097/00	ASSOCIATED VALUATION SERVICES															
140	PO-140125	01/10/2014	4319				1	01-0000-0-5800-105-0000-7200-005-000	NN	P					1,639.04	1,639.04
															TOTAL PAYMENT AMOUNT	1,639.04 *
																1,639.04
010400/00	AT&T															
92	PO-140078	01/10/2014	248134-8100 8413 12/23-1/22				1	01-0000-0-5902-106-0000-8110-007-000	NN	P					7.86	7.86
															TOTAL PAYMENT AMOUNT	7.86 *
																7.86

81 CENTER UNIFIED SCHOOL DIST.  
01/10/14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 01/10/14  
FUND : 01 GENERAL FUND

J7651 APY500 H.02.05 01/09/14 PAGE 2  
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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	rep dep T9MP		
011675/00	AT&T MESSAGING							
93 PO-140079	01/10/2014	6890886		1	01-0000-0-5902-106-0000-8110-007-000	NN P	720.00	720.00
TOTAL PAYMENT AMOUNT							720.00 *	720.00
018533/00	ATKINSON ANDELSON LOYA RUDD							
728 PO-140639	01/10/2014	NOV442727		1	01-0000-0-5804-105-0000-7200-005-000	NE F	2,100.68	2,100.68
728 PO-140639	01/10/2014	NOV 442727		2	01-0000-0-5804-105-0000-7200-005-000	NE F	15,453.15	15,453.15
TOTAL PAYMENT AMOUNT							17,553.83 *	17,553.83
016805/00	BATES, CHERYL							
961 PO-140841	01/10/2014	OCT- DEC MILEAGE REIMB		1	01-6500-0-5210-102-5750-1130-003-000	NY P	103.44	103.44
TOTAL PAYMENT AMOUNT							103.44 *	103.44
022277/00	BETTER PRESENTATION SYSTEMS							
1019 PO-140940	01/10/2014	INV3000		1	01-3010-0-4300-240-1110-1000-011-000	NN F	5,145.08	5,145.08
1019 PO-140940	01/10/2014	INV 3000		2	01-3010-0-4400-240-1110-1000-011-000	NN F	10,361.52	10,361.52
1019 PO-140940	01/10/2014	INV 3000		3	01-3010-0-5800-240-1110-1000-011-000	NN F	6,420.00	6,420.00
TOTAL PAYMENT AMOUNT							21,926.60 *	21,926.60
010340/00	CA DEPT OF JUSTICE							
266 PO-140244	01/10/2014	005573		1	01-0000-0-5800-110-0000-7200-004-000	NN P	256.00	256.00
TOTAL PAYMENT AMOUNT							256.00 *	256.00
019463/00	CABE							
1435 PO-141224	01/10/2014	S120247		1	01-0000-0-5200-103-0000-2110-003-000	NN F	125.00	125.00
TOTAL PAYMENT AMOUNT							125.00 *	125.00
020540/00	CALIFORNIA AMERICAN WATER CO							
96 PO-140082	01/10/2014	1015-210021395847		1	01-0000-0-5540-106-0000-8110-007-000	NN P	989.00	989.00
TOTAL PAYMENT AMOUNT							989.00 *	989.00

81 CENTER UNIFIED SCHOOL DIST.  
01/10/14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 01/10/14  
FUND : 01 GENERAL FUND

J7651 APY500 H.02.05 01/09/14 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	rep	dep	T9MP
018724/00	CARON, DARREL													
1526	PO-141304	01/10/2014	PAYROLL RETRO			1	01-8150-0-4300-106-0000-8110-007-000	NN F	21.51	21.51				
			TOTAL PAYMENT AMOUNT				21.51 *			21.51				
017639/00	CDT INC.													
264	PO-140242	01/10/2014	28019			1	01-0000-0-5800-110-0000-7200-004-000	NN P	89.00	89.00				
			TOTAL PAYMENT AMOUNT				89.00 *			89.00				
015699/00	CLARK SECURITY PRODUCTS													
16	PO-140016	01/10/2014	22K-019121			1	01-8150-0-4300-106-0000-8110-007-000	NN P	13.93	13.93				
			TOTAL PAYMENT AMOUNT				13.93 *			13.93				
010832/00	COMMERCIAL SPEEDOMETER SERVICE													
1223	PO-141055	01/10/2014	48547			1	01-7240-0-4300-112-5001-3600-007-000	NN F	222.61	221.61				
			TOTAL PAYMENT AMOUNT				221.61 *			221.61				
014156/00	COUNTY OF SACRAMENTO													
1523	PO-141306	01/10/2014	AR0071160			1	01-0000-0-5800-106-0000-8200-007-000	NN F	703.00	703.00				
			TOTAL PAYMENT AMOUNT				703.00 *			703.00				
011166/00	DAILY JOURNAL CORPORATION													
1539	PO-141319	01/10/2014	A2570979			1	01-0000-0-5800-115-0000-7700-007-000	NN F	43.80	43.80				
			TOTAL PAYMENT AMOUNT				43.80 *			43.80				
014858/00	DEASON, CRAIG													
1516	PO-141298	01/10/2014	REIMB			1	01-0000-0-4300-111-0000-8200-007-000	NN F	76.66	76.66				
			TOTAL PAYMENT AMOUNT				76.66 *			76.66				
018507/00	DILES, JACQUELYN													
1201	PO-141030	01/10/2014	NOV-DEC MILEAGE			1	01-0000-0-5210-105-0000-7200-005-000	NN P	36.50	36.50				
			TOTAL PAYMENT AMOUNT				36.50 *			36.50				

81 CENTER UNIFIED SCHOOL DIST.  
01/10/14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 01/10/14  
FUND : 01 GENERAL FUND

J7651 APY500 H.02.05 01/09/14 PAGE 4  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP			
022347/00	GIVE SOMETHING BACK							
1412 PO-141213	01/10/2014	INV0184609	1	01-6500-0-4300-102-5770-1110-003-000	NN P	295.61	295.61	
1412 PO-141213	01/10/2014	INV 0185238	1	01-6500-0-4300-102-5770-1110-003-000	NN F	285.25	51.81	
1488 PO-141274	01/10/2014	IN-0189479	1	01-0000-0-4300-110-0000-7200-004-000	NN F	116.59	112.51	
TOTAL PAYMENT AMOUNT						459.93 *	459.93	
011818/00	GOODELL PORTER SANCHEZ & [REDACTED]							
1015 PO-140881	01/10/2014	4126.0 FINAL 12/13	1	01-0000-0-5800-105-0000-7190-005-000	NN F	2,600.00	2,600.00	
TOTAL PAYMENT AMOUNT						2,600.00 *	2,600.00	
014160/00	HOLLINBECK, ALICE							
1053 PO-140919	01/10/2014	DEC MILEAGE	1	01-0000-0-5210-103-1110-1004-003-000	NN P	122.04	122.04	
TOTAL PAYMENT AMOUNT						122.04 *	122.04	
017002/00	HOME DEPOT CREDIT SERVICES							
22 PO-140021	01/10/2014	2025569	1	01-8150-0-4300-106-0000-8110-007-000	NN P	21.75	21.75	
22 PO-140021	01/10/2014	3022459	1	01-8150-0-4300-106-0000-8110-007-000	NN P	100.44	100.44	
22 PO-140021	01/10/2014	6081814	1	01-8150-0-4300-106-0000-8110-007-000	NN P	44.29	44.29	
22 PO-140021	01/10/2014	0273996	1	01-8150-0-4300-106-0000-8110-007-000	NN P	32.96	32.96	
TOTAL PAYMENT AMOUNT						199.44 *	199.44	
016042/00	L&H AIRCO [REDACTED]							
1393 PO-141199	01/10/2014	12612	1	01-8150-0-5800-106-0000-8110-007-000	NN F	13,760.00	13,760.00	
TOTAL PAYMENT AMOUNT						13,760.00 *	13,760.00	
017726/00	LOS ANGELES FREIGHTLINER							
809 PO-140718	01/10/2014	BN49140	1	01-7240-0-4300-112-5001-3600-007-000	NN P	42.42	42.42	
809 PO-140718	01/10/2014	BN49967	1	01-7240-0-4300-112-5001-3600-007-000	NN P	105.88	105.88	
809 PO-140718	01/10/2014	BN50160	1	01-7240-0-4300-112-5001-3600-007-000	NN P	139.33	139.33	
809 PO-140718	01/10/2014	BN50295	1	01-7240-0-4300-112-5001-3600-007-000	NN P	183.47	183.47	
809 PO-140718	01/10/2014	BN50424	1	01-7240-0-4300-112-5001-3600-007-000	NN P	193.08	193.08	
809 PO-140718	01/10/2014	BN50621	1	01-7240-0-4300-112-5001-3600-007-000	NN P	44.74	44.74	
809 PO-140718	01/10/2014	BN50620	1	01-7240-0-4300-112-5001-3600-007-000	NN P	44.74	44.74	
809 PO-140718	01/10/2014	BN50721	1	01-7240-0-4300-112-5001-3600-007-000	NN P	82.60	82.60	
TOTAL PAYMENT AMOUNT						836.26 *	836.26	

81 CENTER UNIFIED SCHOOL DIST.  
01/10/14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 01/10/14  
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 rep dep T9MP			
021914/00	LOY MATTISON ENTERPRISES						
976 PO-140854	01/10/2014	070113073113	1	01-0000-0-5902-106-0000-8110-007-000	NY P	820.00	820.00
976 PO-140854	01/10/2014	110113123113	1	01-0000-0-5902-106-0000-8110-007-000	NY P	768.75	768.75
TOTAL PAYMENT AMOUNT						1,588.75 *	1,588.75
022406/00	MAXIM HEALTHCARE SERVICES INC						
536 PO-140473	01/10/2014	2084300262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	3,386.80	3,386.80
536 PO-140473	01/10/2014	2097330262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	3,300.00	3,300.00
TOTAL PAYMENT AMOUNT						6,686.80 *	6,686.80
015787/00	O'REILLY AUTO PARTS						
718 PO-140630	01/10/2014	258779/258885	1	01-7240-0-4300-112-5001-3600-007-000	NN P	11.32	11.32
718 PO-140630	01/10/2014	258884	1	01-7240-0-4300-112-5001-3600-007-000	NN P	22.10	22.10
718 PO-140630	01/10/2014	258850	1	01-7240-0-4300-112-5001-3600-007-000	NN P	32.38	32.38
718 PO-140630	01/10/2014	258852	1	01-7240-0-4300-112-5001-3600-007-000	NN P	4.85	4.85
718 PO-140630	01/10/2014	258967	1	01-7240-0-4300-112-5001-3600-007-000	NN P	52.38	52.38
718 PO-140630	01/10/2014	259156	1	01-7240-0-4300-112-5001-3600-007-000	NN P	123.61	123.61
718 PO-140630	01/10/2014	259639	1	01-7240-0-4300-112-5001-3600-007-000	NN P	33.23	33.23
718 PO-140630	01/10/2014	259915	1	01-7240-0-4300-112-5001-3600-007-000	NN P	25.89	25.89
718 PO-140630	01/10/2014	259883	1	01-7240-0-4300-112-5001-3600-007-000	NN P	19.20	19.20
718 PO-140630	01/10/2014	259927	1	01-7240-0-4300-112-5001-3600-007-000	NN P	4.64	4.64
718 PO-140630	01/10/2014	259906	1	01-7240-0-4300-112-5001-3600-007-000	NN P	111.28	111.28
718 PO-140630	01/10/2014	260011	1	01-7240-0-4300-112-5001-3600-007-000	NN P	39.18	39.18
718 PO-140630	01/10/2014	260044	1	01-7240-0-4300-112-5001-3600-007-000	NN P	81.25	81.25
TOTAL PAYMENT AMOUNT						561.31 *	561.31
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
229 PO-140233	01/10/2014	665371003001	1	01-6300-0-4300-238-1110-1000-010-000	NN P	264.14	264.14
229 PO-140233	01/10/2014	665371003002	1	01-6300-0-4300-238-1110-1000-010-000	NN F	22.82	6.03
TOTAL PAYMENT AMOUNT						270.17 *	270.17
021050/00	PACHECO, SHAWNA						
1416 PO-141294	01/10/2014	REIMB	1	01-6520-0-5200-472-5770-1110-003-000	NN F	378.48	378.48
1510 PO-141297	01/10/2014	REIMB	1	01-3410-0-5210-472-1110-1000-003-000	NN F	74.25	74.25
1510 PO-141297	01/10/2014	REIMB	2	01-6520-0-5210-472-5770-1110-003-000	NN F	115.04	115.04
TOTAL PAYMENT AMOUNT						567.77 *	567.77

81 CENTER UNIFIED SCHOOL DIST.  
01/10/14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 01/10/14  
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 rep dep T9MP			
014069/00	PLATT ELECTRIC SUPPLY						
32 PO-140029	01/10/2014	B399480	1	01-8150-0-4300-106-0000-8110-007-000	NN P	727.56	727.56
			TOTAL PAYMENT AMOUNT	727.56 *			727.56
022525/00	POST-IT LLC						
760 PO-140667	01/10/2014	NOV 2013	1	01-0000-0-5800-110-0000-7200-004-000	NN P	160.00	160.00
			TOTAL PAYMENT AMOUNT	160.00 *			160.00
015769/00	SACRAMENTO COUNTY OFFICE OF ED						
1531 PO-141314	01/10/2014	140631	1	01-7405-0-5200-103-0000-2130-003-000	NN F	3,120.00	3,120.00
			TOTAL PAYMENT AMOUNT	3,120.00 *			3,120.00
020981/00	SAVE MART SUPERMARKETS						
828 PO-140731	01/10/2014	2581539	1	01-6500-0-4300-102-5770-1110-003-000	NN P	17.78	17.78
			TOTAL PAYMENT AMOUNT	17.78 *			17.78
021452/00	SLAY, JENNIFER						
1479 PO-141287	01/10/2014	REIMB	1	01-0037-0-4200-103-1110-1000-003-000	NN F	25.00	25.00
			TOTAL PAYMENT AMOUNT	25.00 *			25.00
010263/00	SMUD						
107 PO-140092	01/10/2014	NOV 700000347	1	01-0000-0-5530-106-0000-8110-007-000	NN P	26,843.30	26,843.30
			TOTAL PAYMENT AMOUNT	26,843.30 *			26,843.30
010137/00	STATE BOARD OF EQUALIZATION						
1538 PO-141317	01/10/2014	44-018826	1	01-7230-0-5800-112-0000-3600-007-000	NN F	774.54	774.54
			TOTAL PAYMENT AMOUNT	774.54 *			774.54
010498/00	TAYLOR, SHANNAN						
1231 PO-141060	01/10/2014	INV 103 DEC	1	01-6500-0-5800-102-5750-1180-003-000	NN P	100.00	100.00
			TOTAL PAYMENT AMOUNT	100.00 *			100.00

81 CENTER UNIFIED SCHOOL DIST.  
01/10/14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 01/10/14  
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	rep dep T9MP		
022179/00	US HEALTHWORKS						
265 PO-140243	01/10/2014	2403680-CA	1	01-0000-0-5800-110-0000-7200-004-000	NN P	152.00	152.00
265 PO-140243	01/10/2014	2414318-CA	1	01-0000-0-5800-110-0000-7200-004-000	NN P	93.00	93.00
265 PO-140243	01/10/2014	2417685-CA	1	01-0000-0-5800-110-0000-7200-004-000	NN P	93.00	93.00
TOTAL PAYMENT AMOUNT				338.00 *			338.00
022254/00	VALLEY POWER SYSTEMS INC						
1497 PO-141281	01/10/2014	J23102/CR	2	01-7240-0-5600-112-5001-3600-007-000	NN F	2,832.63	2,832.63
TOTAL PAYMENT AMOUNT				2,832.63 *			2,832.63
015191/00	WACHOB, CYNTHIA						
964 PO-140843	01/10/2014	DEC2013 MILEAGE	1	01-6500-0-5210-102-5060-2110-003-000	NN P	142.38	142.38
TOTAL PAYMENT AMOUNT				142.38 *			142.38
015798/00	WORLDWIDE SPORT SUPPLY						
959 PO-140839	01/10/2014	PO287838	1	01-0472-0-4300-472-1263-4200-014-000	YN F	871.22	826.61
959 PO-140839	01/10/2014	PO287838	2	01-0472-0-5800-472-1263-4200-014-000	YN F	43.34	43.34
TOTAL PAYMENT AMOUNT				869.95 *			869.95
TOTAL USE TAX AMOUNT				69.60			
TOTAL FUND PAYMENT				111,098.93 **			111,098.93
TOTAL USE TAX AMOUNT				69.60			

81 CENTER UNIFIED SCHOOL DIST.  
01/10/14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 01/10/14  
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	fd reso p obje	sit goal func rep dep T9MP	Liq Amt	Net Amount	
010669/00	ALHAMBRA & SIERRA SPRINGS						
482 PO-140433	01/10/2014	4779099 122613	2	09-0000-0-4300-501-1110-1000-016-000	NN P	42.77	42.77
482 PO-140433	01/10/2014	4779099 122613	1	09-0700-0-4300-503-0000-2700-018-000	NN P	14.26	14.26
TOTAL PAYMENT AMOUNT						57.03 *	57.03
TOTAL FUND PAYMENT						57.03 **	57.03



81 CENTER UNIFIED SCHOOL DIST.  
01/10/14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 01/10/14  
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	rep dep T9MP		
-----							
011255/00	EARTHGRAINS BAKING CO INC						
563 PO-140500	01/10/2014	26189 64-01890-0300-04	1 13-5310-0-4700-108-0000-3700-007-000	NN P		206.68	206.68
563 PO-140500	01/10/2014	26189 64-01891-0300-04	1 13-5310-0-4700-108-0000-3700-007-000	NN P		296.96	296.96
563 PO-140500	01/10/2014	26189 64-01893-0300-04	1 13-5310-0-4700-108-0000-3700-007-000	NN P		14.49	14.49
563 PO-140500	01/10/2014	26189 64-01894-0300-04	1 13-5310-0-4700-108-0000-3700-007-000	NN P		142.88	142.88
563 PO-140500	01/10/2014	26189 64-19052-0300-04	1 13-5310-0-4700-108-0000-3700-007-000	NN P		122.87	122.87
563 PO-140500	01/10/2014	26189 64-19639-0300-04	1 13-5310-0-4700-108-0000-3700-007-000	NN P		231.68	231.68
563 PO-140500	01/10/2014	26189 64-19664-0300-04	1 13-5310-0-4700-108-0000-3700-007-000	NN P		21.68	21.68
TOTAL PAYMENT AMOUNT			1,037.24 *				1,037.24
018438/00	ECOLAB FOOD SAFETY SPECIALTIES						
390 PO-140352	01/10/2014	93241329	1 13-5310-0-4300-108-0000-3700-007-000	NN P		869.73	869.73
390 PO-140352	01/10/2014	3829088	1 13-5310-0-4300-108-0000-3700-007-000	NN F		301.91	301.91
TOTAL PAYMENT AMOUNT			1,171.64 *				1,171.64
022464/00	KASEY, LAURA						
1534 PO-141310	01/10/2014	ER REIMB	1 13-5310-0-3404-108-0000-3700-000-000	NN F		50.00	50.00
TOTAL PAYMENT AMOUNT			50.00 *				50.00
016110/00	LE, WINFRED						
1532 PO-141315	01/10/2014	REFUND	1 13-5310-0-8634-000-0000-0000-000-000	NN F		44.85	44.85
TOTAL PAYMENT AMOUNT			44.85 *				44.85
016279/00	P&R PAPER SUPPLY						
395 PO-140357	01/10/2014	N79339-00	1 13-5310-0-4300-108-0000-3700-007-000	NN P		768.66	768.66
TOTAL PAYMENT AMOUNT			768.66 *				768.66
019993/00	PROPACIFIC FRESH						
385 PO-140347	01/10/2014	CENTER HIGH DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		4,241.63	4,241.63
385 PO-140347	01/10/2014	DUDLEY DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		1,471.20	1,471.20
385 PO-140347	01/10/2014	GLOBAL YTH DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		940.65	940.65
385 PO-140347	01/10/2014	NO COUNTRY DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		1,015.94	1,015.94
385 PO-140347	01/10/2014	OAK HILL DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		1,573.39	1,573.39
385 PO-140347	01/10/2014	SPINELLI DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		640.32	640.32
385 PO-140347	01/10/2014	WCRILES DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		1,298.22	1,298.22
TOTAL PAYMENT AMOUNT			11,181.35 *				11,181.35

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 01/10/14  
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	rep dep T9MP		
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
387 PO-140349	01/10/2014	180174196	1	13-5310-0-5800-108-0000-3700-007-000	NN P	77.11	77.11
387 PO-140349	01/10/2014	180173139	1	13-5310-0-5800-108-0000-3700-007-000	NN P	77.11	77.11
TOTAL PAYMENT AMOUNT						154.22 *	154.22
017334/00	SEVEN UP BOTTLING CO. OF S.F.						
396 PO-140358	01/10/2014	2190518575	1	13-5310-0-4700-108-0000-3700-007-000	NN P	3,715.20	3,715.20
TOTAL PAYMENT AMOUNT						3,715.20 *	3,715.20
016043/00	SHELTONS UNLIMITED MECHANICAL						
389 PO-140351	01/10/2014	14-01NUTRI	1	13-5310-0-5600-108-0000-3700-007-000	NY P	1,575.00	1,575.00
TOTAL PAYMENT AMOUNT						1,575.00 *	1,575.00
020252/00	STAPLES ADVANTAGE						
1491 PO-141276	01/10/2014	3218143527	1	13-5310-0-4300-108-0000-3700-007-000	NN F	206.28	207.24
TOTAL PAYMENT AMOUNT						207.24 *	207.24
011422/00	SYSKO OF SAN FRANCISCO						
383 PO-140345	01/10/2014	312170563/1561281	2	13-5310-0-4300-108-0000-3700-007-000	NN P	97.84	97.84
383 PO-140345	01/10/2014	312101469/1563413 PU	2	13-5310-0-4300-108-0000-3700-007-000	NN P	896.98	896.98
383 PO-140345	01/10/2014	312170563/1561281	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,852.46	1,852.46
383 PO-140345	01/10/2014	312101469/1563413 PU	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,608.40	1,608.40
TOTAL PAYMENT AMOUNT						4,455.68 *	4,455.68
TOTAL FUND PAYMENT						24,361.08 **	24,361.08

81 CENTER UNIFIED SCHOOL DIST.  
01/10/14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0048 01/10/14  
FUND : 14 DEFERRED MAINTENANCE 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	rep dep T9MP		
021763/00	ALL STAR RENTS						
1518 PO-141300	01/10/2014	422898	1	14-0024-0-5600-106-9607-8110-007-000	NN F	65.95	65.95
1519 PO-141301	01/10/2014	420701	1	14-0024-0-5600-106-9607-8110-007-000	NN F	74.34	74.34
1520 PO-141302	01/10/2014	420748	1	14-0024-0-5600-106-9607-8110-007-000	NN F	65.95	65.95
TOTAL PAYMENT AMOUNT						206.24 *	206.24
015121/00	B.J. FLOORING INC						
1514 PO-141293	01/10/2014	2009235	1	14-0024-0-5600-106-9611-8110-007-000	NN F	14,600.00	14,600.00
TOTAL PAYMENT AMOUNT						14,600.00 *	14,600.00
017681/00	GEARY PACIFIC SUPPLY						
1542 PO-141321	01/10/2014	2760111	1	14-0024-0-4400-106-9607-8110-007-000	NN F	16,382.15	16,382.15
TOTAL PAYMENT AMOUNT						16,382.15 *	16,382.15
017002/00	HOME DEPOT CREDIT SERVICES						
1535 PO-141316	01/10/2014	4011965	1	14-0024-0-4300-106-9606-8110-007-000	NN F	64.26	64.26
TOTAL PAYMENT AMOUNT						64.26 *	64.26
TOTAL FUND PAYMENT						31,252.65 **	31,252.65
TOTAL BATCH PAYMENT						166,769.69 ***	166,769.69
TOTAL USE TAX AMOUNT						69.60	
TOTAL DISTRICT PAYMENT						166,769.69 ****	166,769.69
TOTAL USE TAX AMOUNT						69.60	
TOTAL FOR ALL DISTRICTS:						166,769.69 ****	166,769.69
TOTAL USE TAX AMOUNT						69.60	

Number of warrants to be printed: 61, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.  
011714 FINAL

ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0049

To batch: 0049

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
011714 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
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	rep dep T9MP		
015797/00	ACE SUPPLY HARDWARE NORTH						
1009 PO-140883	01/17/2014	94941/2	1	01-8150-0-4300-106-0000-8110-007-000	NN P	41.39	41.39
1009 PO-140883	01/17/2014	94927/2	1	01-8150-0-4300-106-0000-8110-007-000	NN P	10.83	10.83
TOTAL PAYMENT AMOUNT				52.22 *			52.22
021915/00	ADELANTE HIGH SCHOOL						
1577 PO-141354	01/17/2014	MCCLELLAN TEAM FEE	1	01-0000-0-4300-475-3200-1000-015-000	NN F	450.00	450.00
TOTAL PAYMENT AMOUNT				450.00 *			450.00
010669/00	ALHAMBRA & SIERRA SPRINGS						
192 PO-140175	01/17/2014	4780818 010614	1	01-0000-0-4300-105-0000-7200-005-000	NN P	25.96	25.96
TOTAL PAYMENT AMOUNT				25.96 *			25.96
017075/00	AMERICAN RIVER SPEECH INC.						
548 PO-140485	01/17/2014	INV 12/23	1	01-6500-0-5800-102-5750-1180-003-000	NN P	6,477.00	6,477.00
TOTAL PAYMENT AMOUNT				6,477.00 *			6,477.00
022470/00	ATKINSON YOUTH SERVICES						
1177 PO-141018	01/17/2014	DEC 13	1	01-6500-0-5800-102-5750-1180-003-000	NN P	1,938.00	1,938.00
TOTAL PAYMENT AMOUNT				1,938.00 *			1,938.00
021604/00	ATLAS DISPOSAL INDUSTRIES						
94 PO-140080	01/17/2014	555855	1	01-0000-0-5550-106-0000-8110-007-000	NN P	168.06	168.06
94 PO-140080	01/17/2014	556273	1	01-0000-0-5550-106-0000-8110-007-000	NN P	571.12	571.12
94 PO-140080	01/17/2014	556279	1	01-0000-0-5550-106-0000-8110-007-000	NN P	500.78	500.78
94 PO-140080	01/17/2014	556278	1	01-0000-0-5550-106-0000-8110-007-000	NN P	395.22	395.22
94 PO-140080	01/14/2017	556277	1	01-0000-0-5550-106-0000-8110-007-000	NN P	242.43	242.43
94 PO-140080	01/17/2014	556280	1	01-0000-0-5550-106-0000-8110-007-000	NN P	255.33	255.33
94 PO-140080	01/17/2014	556274	1	01-0000-0-5550-106-0000-8110-007-000	NN P	1,265.03	1,265.03
94 PO-140080	01/17/2014	556276	1	01-0000-0-5550-106-0000-8110-007-000	NN P	203.88	203.88
94 PO-140080	01/17/2014	556275	1	01-0000-0-5550-106-0000-8110-007-000	NN P	595.45	595.45
TOTAL PAYMENT AMOUNT				4,197.30 *			4,197.30

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
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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 rep dep T9MP			
010700/00	AUS SACRAMENTO MC LOCKBOX						
747 PO-140656	01/17/2014	506-2769145	1 01-0000-0-5800-111-0000-8200-007-000	NN P	64.04	64.04	
TOTAL PAYMENT AMOUNT					64.04 *		64.04
015662/00	BEHAVIORAL EDUCATION FOR						
551 PO-140488	01/17/2014	3274	1 01-6500-0-5800-102-5750-1180-003-000	NN P	253.75	253.75	
TOTAL PAYMENT AMOUNT					253.75 *		253.75
019075/00	BRIGHT FUTURES THERAPY						
1204 PO-141043	01/17/2014	3112	1 01-6500-0-5800-102-5750-1180-003-000	NN F	9,583.00	12,320.00	
TOTAL PAYMENT AMOUNT					12,320.00 *		12,320.00
016846/00	CALHOUN, ROGER						
756 PO-140663	01/17/2014	MILEAGE DEC13	1 01-0000-0-5210-472-0000-2700-014-000	NN P	10.85	10.85	
TOTAL PAYMENT AMOUNT					10.85 *		10.85
021678/00	CAPITOL ACADEMY						
554 PO-140491	01/17/2014	DEC 2013	1 01-6500-0-5800-102-5750-1180-003-000	NN P	5,118.00	5,118.00	
TOTAL PAYMENT AMOUNT					5,118.00 *		5,118.00
021394/00	CARROLL, KARI						
1561 PO-141353	01/17/2014	MILEAGE DEC 13	1 01-5630-0-5800-601-1220-1000-017-000	NN F	130.52	130.52	
TOTAL PAYMENT AMOUNT					130.52 *		130.52
021036/00	CCHAT CENTER						
553 PO-140490	01/17/2014	CENTER 12-13	1 01-6500-0-5800-102-5750-1180-003-000	NN P	1,862.55	1,862.55	
TOTAL PAYMENT AMOUNT					1,862.55 *		1,862.55
021175/00	CINTAS DOCUMENT MANAGEMENT						
311 PO-140281	01/17/2014	DG37068905	1 01-0000-0-5800-371-0000-2700-012-000	NN P	34.35	34.35	
TOTAL PAYMENT AMOUNT					34.35 *		34.35

81 CENTER UNIFIED SCHOOL DIST.  
011714 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
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	rep dep T9MP		
015699/00	CLARK SECURITY PRODUCTS						
16 PO-140016	01/17/2014	22K020593	1	01-8150-0-4300-106-0000-8110-007-000	NN P	34.53	34.53
16 PO-140016	01/17/2014	22K-021235	1	01-8150-0-4300-106-0000-8110-007-000	NN P	14.18	14.18
TOTAL PAYMENT AMOUNT						48.71 *	48.71
010433/00	COUNTY OF SACRAMENTO						
1258 PO-141082	01/17/2014	40063	1	01-0000-0-5550-106-0000-8110-007-000	NN P	621.55	621.55
1258 PO-141082	01/17/2014	39943	1	01-0000-0-5550-106-0000-8110-007-000	NN P	92.20	92.20
TOTAL PAYMENT AMOUNT						713.75 *	713.75
016797/00	EBONY GRIFFIN						
1350 PO-141173	01/17/2014	MILEAGE REIMB DEC	1	01-6500-0-5800-102-5770-3600-003-000	NN P	209.00	209.00
TOTAL PAYMENT AMOUNT						209.00 *	209.00
010336/00	ECOTECH PEST MANAGEMENT INC						
104 PO-140089	01/17/2014	3966	1	01-0000-0-5500-106-0000-8110-007-000	NN P	712.00	712.00
TOTAL PAYMENT AMOUNT						712.00 *	712.00
011806/00	FERGUSON ENTERPRISES INC						
1553 PO-141326	01/17/2014	1876752	1	01-8150-0-4300-106-0000-8110-007-000	NN P	147.21	147.21
TOTAL PAYMENT AMOUNT						147.21 *	147.21
011772/00	FOLLETT SOFTWARE COMPANY						
1502 PO-141296	01/17/2014	1109891	1	01-0000-0-5800-472-0000-2420-014-000	NN F	450.00	450.00
TOTAL PAYMENT AMOUNT						450.00 *	450.00
017681/00	GEARY PACIFIC SUPPLY						
20 PO-140019	01/17/2014	2764370	1	01-8150-0-4300-106-0000-8110-007-000	NN P	396.41	396.41
TOTAL PAYMENT AMOUNT						396.41 *	396.41

81 CENTER UNIFIED SCHOOL DIST.  
011714 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
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	rep dep T9MP		
022347/00	GIVE SOMETHING BACK									
1493	PO-141277	01/17/2014	IN-0192115			1	01-0000-0-4300-475-3200-1000-015-000	NN F	32.94	32.94
							32.94 *			32.94
010191/00	GRAINGER									
734	PO-140644	01/17/2014	9327606142			1	01-0000-0-4300-106-0000-8110-007-000	NN P	35.65	35.65
							35.65 *			35.65
017718/00	GUIDING HANDS INC.									
1245	PO-141072	01/17/2014	2013-12 1695			1	01-6500-0-5800-102-5750-1180-003-000	NN P	6,796.44	6,796.44
1245	PO-141072	01/17/2014	2013-12 1734			1	01-6500-0-5800-102-5750-1180-003-000	NN P	188.33	188.33
							6,984.77 *			6,984.77
013988/00	HAJOCA CORPORATION									
1517	PO-141299	01/17/2014	S007652225			1	01-8150-0-4300-106-0000-8110-007-000	NN P	720.21	720.21
							720.21 *			720.21
015498/00	HARRIS WELDING									
1050	PO-140917	01/17/2014	01618411			1	01-8150-0-4300-106-0000-8110-007-000	NN F	47.90	109.62
							109.62 *			109.62
017002/00	HOME DEPOT CREDIT SERVICES									
22	PO-140021	01/17/2014	9013892			1	01-8150-0-4300-106-0000-8110-007-000	NN P	205.61	205.61
22	PO-140021	01/17/2014	0026388			1	01-8150-0-4300-106-0000-8110-007-000	NN F	192.35	220.97
55	PO-140048	01/17/2014	7231509			1	01-0000-0-4300-106-0000-8110-007-000	NN P	42.02	42.02
1575	PO-141349	01/17/2014	0020282			1	01-8150-0-4300-106-0000-8110-007-000	NN P	25.24	25.24
1575	PO-141349	01/17/2014	7024653			1	01-8150-0-4300-106-0000-8110-007-000	NN P	104.14	104.14
							597.98 *			597.98
016447/00	HUMAN RELATIONS MEDIA									
1463	PO-141250	01/17/2014	3147341			1	01-0000-0-4300-103-0000-7200-003-000	YN F	330.28	307.89
							307.89 *			307.89
							24.63			



81 CENTER UNIFIED SCHOOL DIST.			ACCOUNTS PAYABLE PRELIST		J8017 APY500		H.02.05 01/16/14		PAGE		S	
011714 FINAL			BATCH: 0049 011714		<< Open >>							
			FUND : 01		GENERAL FUND							
Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	fd reso p obje	bit goal	func rep	dep T9MP	Liq Amt	Net Amount
Req Reference	Date											
018990/00	INTERSTATE BATTERY SYSTEM											
75 PO-140065	01/17/2014	10078739					1 01-7230-0-4300-112-0000-3600-007-000	NN	P		301.16	301.16
							301.16 *				301.16	
016750/00	JUST SEND IT POSTAL CENTER											
319 PO-140290	01/17/2014	TRANS NOV1-NOV3					1 01-5630-0-5800-601-1220-1000-017-000	NN	P		370.00	370.00
							370.00 *				370.00	
017726/00	LOS ANGELES FREIGHTLINER											
809 PO-140718	01/17/2014	NB14295					1 01-7240-0-4300-112-5001-3600-007-000	NN	P		233.89	233.89
							233.89 *				233.89	
019973/00	LOVE, MYRA											
1595 PO-141358	01/17/2014	REIMB					1 01-6500-0-4300-102-5770-1110-003-000	NN	F		371.66	371.66
							371.66 *				371.66	
019059/00	MILLENNIUM TERMITE & PEST											
105 PO-140090	01/17/2014	TR71099 12/1-12/31					1 01-0000-0-5500-106-0000-8110-007-000	NN	P		91.00	91.00
105 PO-140090	01/17/2014	TR72628 12/1-12/31					1 01-0000-0-5500-106-0000-8110-007-000	NN	P		116.00	116.00
							207.00 *				207.00	
017315/00	NAPA AUTO PARTS - GENUINE AUTO											
77 PO-140066	01/17/2014	939390					1 01-7230-0-4300-112-0000-3600-007-000	NN	P		24.76	24.76
77 PO-140066	01/17/2014	938556					1 01-7230-0-4300-112-0000-3600-007-000	NN	P		51.87	51.87
77 PO-140066	01/17/2014	938473					1 01-7230-0-4300-112-0000-3600-007-000	NN	P		299.28	299.28
							375.91 *				375.91	
015787/00	O'REILLY AUTO PARTS											
718 PO-140630	01/17/2014	261919					1 01-7240-0-4300-112-5001-3600-007-000	NN	P		68.45	68.45
718 PO-140630	01/17/2014	262348					1 01-7240-0-4300-112-5001-3600-007-000	NN	P		83.58	83.58
718 PO-140630	01/17/2014	262360					1 01-7240-0-4300-112-5001-3600-007-000	NN	P		28.30	28.30
718 PO-140630	01/17/2014	262592/375/382					1 01-7240-0-4300-112-5001-3600-007-000	NN	P		122.50	122.50
718 PO-140630	01/17/2014	262580					1 01-7240-0-4300-112-5001-3600-007-000	NN	P		35.58	35.58
718 PO-140630	01/17/2014	262723					1 01-7240-0-4300-112-5001-3600-007-000	NN	P		59.85	59.85

81 CENTER UNIFIED SCHOOL DIST.  
011714 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
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	rep dep T9MP		
015787 (CONTINUED)							
718 PO-140630	01/17/2014	262767	1 01-7240-0-4300-112-5001-3600-007-000	NN P		38.37	38.37
718 PO-140630	01/17/2014	262830	1 01-7240-0-4300-112-5001-3600-007-000	NN P		65.44	65.44
718 PO-140630	01/17/2014	262828	1 01-7240-0-4300-112-5001-3600-007-000	NN P		55.97	55.97
TOTAL PAYMENT AMOUNT			558.04 *				558.04
017576/00 OFFICE DEPOT/BUS.SERVICES DIV							
1429 PO-141221	01/17/2014	688493139001	1 01-6500-0-4300-102-5750-1110-003-000	NN P		51.71	51.71
1429 PO-141221	01/17/2014	688493141001	1 01-6500-0-4300-102-5750-1110-003-000	NN F		61.02	61.02
1528 PO-141308	01/17/2014	686608459001	1 01-0000-0-4300-234-1110-1000-008-000	NN F		806.79	804.65
1529 PO-141309	01/17/2014	686606342001	1 01-0000-0-4300-115-0000-7700-007-000	NN F		133.94	133.94
TOTAL PAYMENT AMOUNT			1,051.32 *				1,051.32
011822/00 OLARIU, STEFAN							
1391 PO-141197	01/17/2014	TRIP151	1 01-7240-0-5800-112-5001-3600-007-000	NN P		8.00	8.00
1391 PO-141197	01/17/2014	TRIP 139	1 01-7240-0-5800-112-5001-3600-007-000	NN P		10.24	10.24
TOTAL PAYMENT AMOUNT			18.24 *				18.24
019612/00 OLIVER, MICHELE							
1426 PO-141341	01/17/2014	REIMB SPELLING BEE AWARD	1 01-0000-0-4300-371-1110-1000-012-000	NN F		146.97	146.97
TOTAL PAYMENT AMOUNT			146.97 *				146.97
021752/00 PACIFIC POWER & SYSTEMS INC							
30 PO-140028	01/17/2014	3490	1 01-8150-0-4300-106-0000-8110-007-000	NN P		500.64	500.64
TOTAL PAYMENT AMOUNT			500.64 *				500.64
010426/00 PAULS SAFE & LOCK							
1116 PO-140961	01/17/2014	18870	1 01-8150-0-4300-106-0000-8110-007-000	NY P		16.88	16.88
TOTAL PAYMENT AMOUNT			16.88 *				16.88
011345/00 PLACER LEARNING CENTER							
560 PO-140497	01/17/2014	DEC 2013	1 01-6500-0-5800-102-5750-1180-003-000	NN P		4,094.40	4,094.40
TOTAL PAYMENT AMOUNT			4,094.40 *				4,094.40

81 CENTER UNIFIED SCHOOL DIST.  
011714 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP	Liq Amt	Net Amount
014069/00	PLATT ELECTRIC SUPPLY						
32 PO-140029	01/17/2014	B482123	1 01-8150-0-4300-106-0000-8110-007-000	NN P		325.41	325.41
TOTAL PAYMENT AMOUNT						325.41 *	325.41
018535/00	POINT QUEST EDUCATION INC						
561 PO-140498	01/17/2014	DEC2013	1 01-6500-0-5800-102-5750-1180-003-000	NN P		1,895.01	1,895.01
TOTAL PAYMENT AMOUNT						1,895.01 *	1,895.01
014023/00	PRO-ED						
1503 PO-141288	01/17/2014	2171192	1 01-0000-0-4200-472-0000-2700-014-000	YN F		29.60	22.00
TOTAL PAYMENT AMOUNT						22.00 *	22.00
TOTAL USE TAX AMOUNT						1.76	
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
80 PO-140069	01/17/2014	180174195	1 01-7230-0-5600-112-0000-3600-007-000	NN P		60.65	60.65
80 PO-140069	01/17/2014	180172604	1 01-7230-0-5600-112-0000-3600-007-000	NN P		60.65	60.65
80 PO-140069	01/17/2014	18013672	1 01-7230-0-5600-112-0000-3600-007-000	NN P		60.65	60.65
TOTAL PAYMENT AMOUNT						181.95 *	181.95
018847/00	PYRAMID EDUCATIONAL CONSULTANT						
1376 PO-141182	01/17/2014	00079509	1 01-6500-0-4300-102-5750-1110-003-000	YN F		392.58	363.50
TOTAL PAYMENT AMOUNT						363.50 *	363.50
TOTAL USE TAX AMOUNT						29.08	
021803/00	REASON, LYN						
1536 PO-141328	01/17/2014	REIMB	1 01-6300-0-4300-240-1110-1000-011-000	NN F		100.00	100.00
TOTAL PAYMENT AMOUNT						100.00 *	100.00
013973/00	SAMBA SAFETY						
85 PO-140103	01/17/2014	6137-201312	1 01-7230-0-4300-112-0000-3600-007-000	NN P		55.60	55.60
TOTAL PAYMENT AMOUNT						55.60 *	55.60

81 CENTER UNIFIED SCHOOL DIST.  
011714 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
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 rep dep T9MP	
011576/00	SCHOLASTIC BOOK CLUB INC.						
1547 PO-141330	01/17/2014	CUST #0410412605	1	01-0000-0-4300-236-1110-1000-009-000	NN F	35.00	35.00
TOTAL PAYMENT AMOUNT						35.00 *	35.00
021199/00	SEIPP, ALEXX						
1564 PO-141337	01/17/2014	REIMB	1	01-0000-0-4300-371-1110-1000-012-000	NN F	79.00	79.00
TOTAL PAYMENT AMOUNT						79.00 *	79.00
010826/00	SHIFFLER EQUIPMENT SALES INC						
1203 PO-141031	01/17/2014	1334504300	1	01-8150-0-4300-106-0000-8110-007-000	NN P	466.66	466.66
TOTAL PAYMENT AMOUNT						466.66 *	466.66
011500/00	SIA / DELTA DENTAL						
PV-141036	01/17/2014	SIA/DELTA DENTAL		01-0000-0-9552-000-0000-0000-000-000	NN		46,281.56
TOTAL PAYMENT AMOUNT						46,281.56 *	46,281.56
020983/00	SIERRA PACIFIC TURF SUPPLY						
59 PO-140051	01/17/2014	0417979.IN	1	01-0000-0-4300-106-0000-8110-007-000	NN P	999.24	999.24
TOTAL PAYMENT AMOUNT						999.24 *	999.24
010376/00	SLAKEY BROS. INC.						
1521 PO-141303	01/17/2014	80244715-00	1	01-8150-0-4300-106-0000-8110-007-000	NN P	401.20	401.20
TOTAL PAYMENT AMOUNT						401.20 *	401.20
014558/00	SPURR						
108 PO-140093	01/17/2014	23918/54562	1	01-0000-0-5520-106-0000-8110-007-000	NN P	6,324.91	6,324.91
TOTAL PAYMENT AMOUNT						6,324.91 *	6,324.91
018370/00	STANLEY CONVERGENT SECURITY						
109 PO-140094	01/17/2014	10933072	1	01-0000-0-5800-106-0000-8110-007-000	NN P	3,133.02	3,133.02
TOTAL PAYMENT AMOUNT						3,133.02 *	3,133.02

81 CENTER UNIFIED SCHOOL DIST.  
011714 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
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	rep dep T9MP		
010137/00	STATE BOARD OF EQUALIZATION						
1027 PO-140894	01/17/2014	57-415168	1	01-7230-0-5800-112-0000-3600-007-000	NN P	69.47	69.47
TOTAL PAYMENT AMOUNT						69.47 *	69.47
020465/00	SUPPORTED LIFE INSTITUTE						
1374 PO-141192	01/17/2014	AUG SPINELLI	1	01-6500-0-5800-102-5750-1180-003-000	NN P	516.00	516.00
TOTAL PAYMENT AMOUNT						516.00 *	516.00
021813/00	SUREWEST						
111 PO-140096	01/17/2014	604457-0001 1/01/14-1/31/14	1	01-0000-0-5902-106-0000-8110-007-000	NN P	1,636.06	1,636.06
TOTAL PAYMENT AMOUNT						1,636.06 *	1,636.06
020075/00	TATYANA SILCHUK						
1419 PO-141214	01/17/2014	NOV MILEAGE	1	01-6500-0-5800-102-5770-3600-003-000	NN P	231.29	231.29
1419 PO-141214	01/17/2014	DEC MILEAGE	1	01-6500-0-5800-102-5770-3600-003-000	NN P	190.47	190.47
TOTAL PAYMENT AMOUNT						421.76 *	421.76
010519/00	TIM'S MUSIC						
531 PO-140507	01/17/2014	140187	1	01-0037-0-4200-103-1110-1000-003-000	NN P	662.29	662.29
531 PO-140507	01/17/2014	146547	1	01-0037-0-4200-103-1110-1000-003-000	NN F	77.24	17.40
1570 PO-141344	01/17/2014	M149738	1	01-0000-0-5600-472-0000-2700-014-000	NN F	309.16	309.16
TOTAL PAYMENT AMOUNT						988.85 *	988.85
016370/00	TWIN RIVERS UNIFIED SCH DIST						
1602 PO-141360	01/17/2014	141884	1	01-0031-0-5801-105-0000-8300-005-000	NN P	56,250.00	56,250.00
1602 PO-141360	01/17/2014	141885	1	01-0031-0-5801-105-0000-8300-005-000	NN P	11,250.00	11,250.00
1602 PO-141360	01/17/2014	142345	1	01-0031-0-5801-105-0000-8300-005-000	NN P	11,250.00	11,250.00
TOTAL PAYMENT AMOUNT						78,750.00 *	78,750.00
015018/00	VERHOVETCHI, VEACESLAV						
1392 PO-141198	01/17/2014	TRIP 107 REIMB MEAL	1	01-7240-0-5800-112-5001-3600-007-000	NN P	17.66	17.66
1392 PO-141198	01/17/2014	TRIP149 REIMB	1	01-7240-0-5800-112-5001-3600-007-000	NN P	10.98	10.98
1392 PO-141198	01/17/2014	TRIP152 REIMB	1	01-7240-0-5800-112-5001-3600-007-000	NN P	11.60	11.60
1392 PO-141198	01/17/2014	TRIP 156 REIMB	1	01-7240-0-5800-112-5001-3600-007-000	NN P	17.89	17.89

81 CENTER UNIFIED SCHOOL DIST.  
011714 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
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 rep dep T9MP			
TOTAL PAYMENT AMOUNT			58.13 *			58.13	
016889/00	WATER RITE PRODUCTS INC.						
41 PO-140037	01/17/2014	546658	1	01-8150-0-4300-106-0000-8110-007-000	NN P	10.59	10.59
TOTAL PAYMENT AMOUNT			10.59 *			10.59	
017313/00	XEROX						
490 PO-140438	01/17/2014	300152547 DEC	1	01-0000-0-5800-115-9790-8200-007-000	NN P	39,878.21	39,878.21
490 PO-140438	01/17/2014	300152533	1	01-0000-0-5800-115-9790-8200-007-000	NN P	510.31	510.31
750 PO-140658	01/17/2014	7E+08	1	01-0000-0-5800-115-9790-8200-007-000	NN P	810.40	810.40
750 PO-140658	01/17/2014	701675876	1	01-0000-0-5800-115-9790-8200-007-000	NN P	749.90	749.90
750 PO-140658	01/17/2014	701685046	1	01-0000-0-5800-115-9790-8200-007-000	NN P	791.79	791.79
833 PO-140734	01/17/2014	300152547	1	01-3010-0-5612-371-1110-1000-012-000	NN P	50.00	50.00
836 PO-140736	01/17/2014	300152547	1	01-7220-0-5612-472-1110-1000-014-000	NN P	100.00	100.00
837 PO-140737	01/17/2014	300152547	1	01-0000-0-5612-472-9769-1000-014-000	NN P	25.00	25.00
838 PO-140738	01/17/2014	300152547	1	01-0000-0-5612-115-9780-8200-007-000	NN P	25.00	25.00
839 PO-140739	01/17/2014	300152547	1	01-3550-0-5612-472-1110-1000-014-000	NN P	100.00	100.00
841 PO-140741	01/17/2014	300152547	1	01-6500-0-5612-102-5001-2700-003-000	NN P	25.00	25.00
842 PO-140742	01/17/2014	30152547	1	01-0000-0-5612-371-0000-2700-012-000	NN P	25.00	25.00
TOTAL PAYMENT AMOUNT			43,090.61 *			43,090.61	
TOTAL FUND PAYMENT			238,852.32 **			238,852.32	
TOTAL USE TAX AMOUNT			55.47				

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
FUND : 09 CHARTER SCHOOLS

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	fd reso p obje sit goal func rep dep T9MP	Liq Amt	Net Amount
017313/00	XEROX										
843 PO-140745	01/17/2014	300152547					1 09-1100-0-5612-501-1110-1000-016-000	NN P		100.00	100.00
844 PO-140746	01/17/2014	300152547					1 09-1100-0-5612-501-0000-2700-016-000	NN P		20.00	20.00
844 PO-140746	01/17/2014	300152547					2 09-1100-0-5612-501-1110-1000-016-000	NN P		80.00	80.00
845 PO-140747	01/17/2014	300152547					1 09-0700-0-5612-503-0000-8110-018-000	NN P		100.00	100.00
TOTAL PAYMENT AMOUNT										300.00 *	300.00
TOTAL FUND PAYMENT										300.00 **	300.00

81 CENTER UNIFIED SCHOOL DIST.  
011714 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		fd reso p obje	sit goal func	rep dep T9MP	Liq Amt	Net Amount
017313/00	XEROX							
846 PO-140748	01/17/2014	300152547		1	11-0030-0-5612-601-4130-1000-017-000	NN P	25.00	25.00
TOTAL PAYMENT AMOUNT							25.00 *	25.00
TOTAL FUND PAYMENT							25.00 **	25.00



81 CENTER UNIFIED SCHOOL DIST.  
011714 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0049 011714  
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	bit goal func	rep dep T9MP		
019834/00	BERKELEY FARMS INC						
386 PO-140348	01/17/2014	1099931 CHS DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		1,135.95	1,135.95
386 PO-140348	01/17/2014	1099932 DUDLEY DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		1,467.67	1,467.67
386 PO-140348	01/17/2014	1101854 GLOBAL DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		715.14	715.14
386 PO-140348	01/17/2014	1099933 NO COUNTRY DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		1,602.37	1,602.37
386 PO-140348	01/17/2014	1099934 OAKHILL DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		1,148.16	1,148.16
386 PO-140348	01/17/2014	1099935 SPINELLI DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		840.77	840.77
386 PO-140348	01/17/2014	1099936 WCR DEC	1 13-5310-0-4700-108-0000-3700-007-000	NN P		1,476.63	1,476.63
TOTAL PAYMENT AMOUNT			8,386.69 *				8,386.69
011256/00	BERNARD FOOD INDUSTRIES INC						
1558 PO-141334	01/17/2014	00676429	1 13-5310-0-4700-108-0000-3700-007-000	NN F		521.28	521.28
TOTAL PAYMENT AMOUNT			521.28 *				521.28
016279/00	P&R PAPER SUPPLY						
395 PO-140357	01/17/2014	N81248-00	1 13-5310-0-4300-108-0000-3700-007-000	NN P		2,337.12	2,337.12
TOTAL PAYMENT AMOUNT			2,337.12 *				2,337.12
017334/00	SEVEN UP BOTTLING CO. OF S.F.						
396 PO-140358	01/17/2014	CA9-705-01-03	1 13-5310-0-4700-108-0000-3700-007-000	NN P		772.80	772.80
TOTAL PAYMENT AMOUNT			772.80 *				772.80
TOTAL FUND PAYMENT			12,017.89 **				12,017.89
TOTAL BATCH PAYMENT			251,195.21 ***		0.00		251,195.21
TOTAL USE TAX AMOUNT			55.47				
TOTAL DISTRICT PAYMENT			251,195.21 ****		0.00		251,195.21
TOTAL USE TAX AMOUNT			55.47				
TOTAL FOR ALL DISTRICTS:			251,195.21 ****		0.00		251,195.21
TOTAL USE TAX AMOUNT			55.47				

Number of warrants to be printed: 71, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.  
01/24/2013 FINAL

ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0050

To batch: 0050

Include Revolving Cash: Y

Include Address: N

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01/24/2013 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 01/24/2013  
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 rep dep T9MP	
011802/00	A-Z BUS SALES INC.						
1010 PO-140884	01/24/2014	0842/DI32347	1	01-7240-0-4300-112-5001-3600-007-000	NN P	293.15	293.15
1010 PO-140884	01/24/2014	DI371718	1	01-7240-0-4300-112-5001-3600-007-000	NN P	19.72	19.72
TOTAL PAYMENT AMOUNT				312.87 *			312.87
015797/00	ACE SUPPLY HARDWARE NORTH						
1009 PO-140883	01/24/2014	094994/2	1	01-8150-0-4300-106-0000-8110-007-000	NN P	52.78	52.78
TOTAL PAYMENT AMOUNT				52.78 *			52.78
018439/00	ALEXANDER D. PLATT						
1448 PO-141362	01/24/2014	DEC 2 WORKSHOP	1	01-3010-0-5800-103-1110-1000-003-822	NY F	4,430.53	4,430.53
TOTAL PAYMENT AMOUNT				4,430.53 *			4,430.53
021763/00	ALL STAR RENTS						
1544 PO-141363	01/24/2014	418316	1	01-8150-0-5600-106-0000-8110-007-000	NN F	946.60	946.60
1616 PO-141386	01/24/2014	424006-10	1	01-8150-0-5600-106-0000-8110-007-000	NN P	357.45	357.45
TOTAL PAYMENT AMOUNT				1,304.05 *			1,304.05
018649/00	ASSOCIATION FOR SUPERVISION &						
1593 PO-141368	01/24/2014	KSCHMIEDER/SPINELLI	1	01-0000-0-5300-240-0000-2700-011-000	NN F	89.00	89.00
TOTAL PAYMENT AMOUNT				89.00 *			89.00
021235/00	BECKER, LEE ANN						
1225 PO-141066	01/24/2014	DEC MILEAGE	1	01-0000-0-5210-102-0000-3140-003-000	NN P	66.11	66.11
TOTAL PAYMENT AMOUNT				66.11 *			66.11
016149/00	BENNETT, JANET						
1604 PO-141375	01/24/2014	MILEAGE OCT	1	01-7405-0-5200-472-0000-2130-014-000	NN F	6.13	6.13
TOTAL PAYMENT AMOUNT				6.13 *			6.13

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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	rep dep T9MP		
018984/00	BURNETT, NELLIE						
1439 PO-141235	01/24/2014	TRIP 61 REIMB	1 01-7230-0-5800-112-0000-3600-007-000	NN P	11.83	11.83	
TOTAL PAYMENT AMOUNT						11.83 *	11.83
020540/00	CALIFORNIA AMERICAN WATER CO						
96 PO-140082	01/24/2014	0115-210019694541	1 01-0000-0-5540-106-0000-8110-007-000	NN P	180.61	180.61	
96 PO-140082	01/24/2014	1015-210019695896	1 01-0000-0-5540-106-0000-8110-007-000	NN P	76.59	76.59	
96 PO-140082	01/24/2014	1015-210020957327	1 01-0000-0-5540-106-0000-8110-007-000	NN P	1,376.70	1,376.70	
96 PO-140082	01/24/2014	1015-210020037919	1 01-0000-0-5540-106-0000-8110-007-000	NN P	1,011.64	1,011.64	
96 PO-140082	01/24/2014	1015-210020062960	1 01-0000-0-5540-106-0000-8110-007-000	NN P	810.73	810.73	
96 PO-140082	01/24/2014	1015-210020445299	1 01-0000-0-5540-106-0000-8110-007-000	NN P	4,772.46	4,772.46	
96 PO-140082	01/24/2014	1015-210020037810	1 01-0000-0-5540-106-0000-8110-007-000	NN P	1,737.48	1,737.48	
96 PO-140082	01/24/2014	1015-210020956980	1 01-0000-0-5540-106-0000-8110-007-000	NN P	154.22	154.22	
TOTAL PAYMENT AMOUNT						10,120.43 *	10,120.43
019617/00	CAMBIUM LEARNING INC						
1409 PO-141211	01/24/2014	RI 1230778	1 01-6500-0-4200-102-5750-1110-003-000	NN F	1,258.20	1,240.18	
TOTAL PAYMENT AMOUNT						1,240.18 *	1,240.18
019750/00	CAPITAL PROGRAM MGMT INC						
1362 PO-141266	01/24/2014	#1 DEC1-31,2013	1 01-6230-0-5800-106-9623-7700-007-000	NN P	6,514.00	6,514.00	
TOTAL PAYMENT AMOUNT						6,514.00 *	6,514.00
022223/00	CASBO PROFESSIONAL DEVELOPMENT						
1601 PO-141359	01/24/2014	20000	1 01-0000-0-5200-105-0000-7200-005-000	NN F	205.00	205.00	
TOTAL PAYMENT AMOUNT						205.00 *	205.00
020305/00	CDW GOVERNMENT INC.						
1501 PO-141285	01/24/2014	JC12931	1 01-0000-0-4400-472-0000-2700-014-000	NN F	54.94	54.94	
TOTAL PAYMENT AMOUNT						54.94 *	54.94

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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	rep dep T9MP		
015718/00		CUSTOM BENEFIT ADMINISTRATORS					
PV-141037	01/24/2014	CBA JANUARY 31,2014		01-0000-0-9552-000-0000-0000-0000 NN		2,342.51	
		TOTAL PAYMENT AMOUNT		2,342.51 *			2,342.51
014044/00		HAGEDORN, ROGER					
464 PO-140422	01/24/2014	DEC23 MILEAGE		1 01-0000-0-5210-106-0000-8300-007-000 NN F	11.15	11.30	
		TOTAL PAYMENT AMOUNT		11.30 *			11.30
017457/00		HILTON LOS ANGELES/UNIVERSAL					
1599 PO-141372	01/24/2014	CHS MAR 6-9		1 01-7220-0-5800-472-1110-1000-014-000 NN F	1,965.78	1,965.78	
		TOTAL PAYMENT AMOUNT		1,965.78 *			1,965.78
017002/00		HOME DEPOT CREDIT SERVICES					
1575 PO-141349	01/24/2014	4011399		1 01-8150-0-4300-106-0000-8110-007-000 NN P	48.04	48.04	
1575 PO-141349	01/24/2014	5021046		1 01-8150-0-4300-106-0000-8110-007-000 NN P	47.41	47.41	
1575 PO-141349	01/24/2014	1551135		1 01-8150-0-4300-106-0000-8110-007-000 NN P	214.92	214.92	
1575 PO-141349	01/24/2014	7011294		1 01-8150-0-4300-106-0000-8110-007-000 NN P	79.03	79.03	
		TOTAL PAYMENT AMOUNT		389.40 *			389.40
015764/00		HOMEWOOD SUITES					
1590 PO-141365	01/24/2014	CHS/SOCIAL		1 01-0000-0-5800-472-1110-1000-014-602 NN F	2,926.00	2,926.00	
		TOTAL PAYMENT AMOUNT		2,926.00 *			2,926.00
010728/00		JOHNSTONE SUPPLY OF SACRAMENTO					
26 PO-140025	01/24/2014	27-S1907371.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P	779.71	779.71	
		TOTAL PAYMENT AMOUNT		779.71 *			779.71
010355/00		KAISER FOUNDATION HEALTH PLAN					
PV-141039	01/24/2014	KAISER		01-0000-0-9552-000-0000-0000-0000 NN		147,432.43	
		TOTAL PAYMENT AMOUNT		147,432.43 *			147,432.43

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
021874/00	KIDWELL, TAMBRA						
1480 PO-141261	01/24/2014	TRIP 83	1	01-7230-0-5800-112-0000-3600-007-000	NN P	11.65	11.65
TOTAL PAYMENT AMOUNT						11.65 *	11.65
010445/00	LINGUI SYSTEMS INC.						
1506 PO-141290	01/24/2014	2792736	1	01-6500-0-4300-102-5770-1110-003-000	YN F	410.37	349.75
TOTAL PAYMENT AMOUNT						349.75 *	349.75
TOTAL USE TAX AMOUNT						27.98	
022230/00	MANAGED HEALTH NETWORK						
49 PO-140044	01/24/2014	3200054486	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						
536 PO-140473	01/24/2014	2113920262	1	01-0000-0-5800-102-0000-3140-003-000	NN P	2,820.00	2,820.00
TOTAL PAYMENT AMOUNT						2,820.00 *	2,820.00
015787/00	O'REILLY AUTO PARTS						
718 PO-140630	01/24/2014	263510/263687	1	01-7240-0-4300-112-5001-3600-007-000	NN P	9.71	9.71
718 PO-140630	01/24/2014	26358/263623/263248	1	01-7240-0-4300-112-5001-3600-007-000	NN P	10.65	10.65
718 PO-140630	01/24/2014	263255	1	01-7240-0-4300-112-5001-3600-007-000	NN P	95.57	95.57
718 PO-140630	01/24/2014	263633	1	01-7240-0-4300-112-5001-3600-007-000	NN P	8.63	8.63
718 PO-140630	01/24/2014	263746	1	01-7240-0-4300-112-5001-3600-007-000	NN P	10.39	10.39
718 PO-140630	01/24/2014	263656	1	01-7240-0-4300-112-5001-3600-007-000	NN P	57.86	57.86
TOTAL PAYMENT AMOUNT						192.81 *	192.81
022163/00	ODYSSEY LEARNING CENTER INC						
559 PO-140496	01/24/2014	8002874	1	01-6500-0-5800-102-5750-1180-003-000	NN P	2,717.20	2,717.20
TOTAL PAYMENT AMOUNT						2,717.20 *	2,717.20
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1456 PO-141311	01/24/2014	669915109001	1	01-6500-0-4300-102-5770-1110-003-000	NN F	75.58	68.02
1552 PO-141325	01/24/2014	681585239001	1	01-0000-0-4300-238-1110-1000-010-000	NN F	70.52	74.78
1579 PO-141351	01/24/2014	691476693001	1	01-0000-0-4300-238-1110-1000-010-000	NN F	60.58	60.58

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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	rep	dep	T9MP
017576 (CONTINUED)														
1581 PO-141352	01/24/2014	694177300001				1	01-0000-0-4300-238-1110-1000-010-000	NN F	47.82	47.82				
TOTAL PAYMENT AMOUNT									251.20 *	251.20				
011822/00 OLARIU, STEFAN														
1391 PO-141197	01/24/2014	TRIP 41 &61REIMB				1	01-7240-0-5800-112-5001-3600-007-000	NN P	19.60	19.60				
TOTAL PAYMENT AMOUNT									19.60 *	19.60				
019375/00 PACIFIC COACHWAYS CHARTER														
1600 PO-141373	01/24/2014	4268-7990				1	01-7220-0-5810-472-1110-1000-014-000	NN P	1,385.00	1,385.00				
1600 PO-141373	01/24/2014	4268/7989				1	01-7220-0-5810-472-1110-1000-014-000	NN P	824.00	824.00				
1600 PO-141373	01/24/2014	4268/7988				1	01-7220-0-5810-472-1110-1000-014-000	NN P	1,349.00	1,349.00				
1600 PO-141373	01/24/2014	4268/7987				1	01-7220-0-5810-472-1110-1000-014-000	NN F	1,400.75	1,400.75				
TOTAL PAYMENT AMOUNT									4,958.75 *	4,958.75				
019700/00 PITNEY BOWES INC														
199 PO-140190	01/24/2014	1255240-JA14				1	01-0000-0-7439-106-0000-9100-007-000	NN P	1,250.99	1,250.99				
TOTAL PAYMENT AMOUNT									1,250.99 *	1,250.99				
021194/00 PRUDENTIAL OVERALL SUPPLY INC														
80 PO-140069	01/24/2014	180174745				1	01-7230-0-5600-112-0000-3600-007-000	NN P	60.65	60.65				
80 PO-140069	01/24/2014	180175299				1	01-7230-0-5600-112-0000-3600-007-000	NN P	60.65	60.65				
TOTAL PAYMENT AMOUNT									121.30 *	121.30				
011238/00 RELIABLE TIRE														
1147 PO-140994	01/24/2014	111334				1	01-7240-0-4300-112-5001-3600-007-000	NN P	263.17	263.17				
TOTAL PAYMENT AMOUNT									263.17 *	263.17				
011242/00 RELIANCE COMMUNICATIONS LLC														
1418 PO-141361	01/24/2014	Q 54705				1	01-0000-0-5902-103-0000-7200-003-000	NN F	6,811.00	6,811.00				
TOTAL PAYMENT AMOUNT									6,811.00 *	6,811.00				

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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	rep	dep	T9MP
010627/00	RIVERVIEW INTERNATIONAL TRUCKS													
1498	PO-141282	01/24/2014	817855			1	01-7230-0-4300-112-0000-3600-007-000	NN P	31.90	31.90				
TOTAL PAYMENT AMOUNT							31.90 *			31.90				
017989/00	RONALD REAGAN PRESIDENTIAL													
1596	PO-141370	01/24/2014	CHANAY 968438			1	01-7220-0-5800-472-1110-1000-014-000	NN F	21.00	21.00				
TOTAL PAYMENT AMOUNT							21.00 *			21.00				
010552/00	SAC VAL JANITORIAL													
1453	PO-141240	01/24/2014	10068660			1	01-0000-0-9320-000-0000-0000-000-000	NN P	891.33	891.33				
TOTAL PAYMENT AMOUNT							891.33 *			891.33				
020981/00	SAVE MART SUPERMARKETS													
828	PO-140731	01/24/2014	2581487			1	01-6500-0-4300-102-5770-1110-003-000	NN P	10.75	10.75				
828	PO-140731	01/24/2014	2581488			1	01-6500-0-4300-102-5770-1110-003-000	NN P	10.62	10.62				
TOTAL PAYMENT AMOUNT							21.37 *			21.37				
014786/00	SCHOOL SPECIALTY													
1394	PO-141200	01/24/2014	208111835487			1	01-6500-0-4300-102-5750-1110-003-000	NN P	214.93	214.93				
1394	PO-141200	01/24/2014	208111912644			1	01-6500-0-4300-102-5750-1110-003-000	NN F	245.25	122.97				
1469	PO-141286	01/24/2014	208111895934			3	01-0000-0-4300-240-0000-2700-011-000	NN F	21.59	18.81				
1469	PO-141286	01/24/2014	2081115895934			2	01-0000-0-4300-240-1110-1000-011-000	NN F	67.35	59.40				
1469	PO-141286	01/24/2014	208111895934			1	01-6300-0-4300-240-1110-1000-011-000	NN F	400.79	244.30				
TOTAL PAYMENT AMOUNT							660.41 *			660.41				
014029/00	SCHROYER, LINDA													
1603	PO-141374	01/24/2014	OCT DEC MILEAGE			1	01-7405-0-5200-472-0000-2130-014-000	NN F	12.36	12.36				
TOTAL PAYMENT AMOUNT							12.36 *			12.36				
022154/00	SHERRY, ROBERTA													
1436	PO-141225	01/24/2014	REIMB MILEAGE			1	01-0000-0-5210-102-0000-3140-003-000	NN P	42.94	42.94				
TOTAL PAYMENT AMOUNT							42.94 *			42.94				



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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 rep dep T9MP			
020252/00	STAPLES ADVANTAGE						
1494 PO-141278	01/24/2014	3217712620	1 01-0029-0-4400-472-1110-1000-014-000	NN F	183.58	184.43	
1555 PO-141332	01/24/2014	3219951199	1 01-0000-0-4400-236-0000-2700-009-000	NN F	107.99	108.49	
1568 PO-141340	01/24/2014	3219951201	1 01-0000-0-4300-472-0000-2700-014-000	NN F	91.79	84.17	
TOTAL PAYMENT AMOUNT					377.09 *	377.09	
018066/00	SUPER DUPER INC.						
1507 PO-141291	01/24/2014	1936786A	1 01-6500-0-4300-102-5770-1110-003-000	YN F	328.37	304.05	
TOTAL PAYMENT AMOUNT					304.05 *	304.05	
TOTAL USE TAX AMOUNT					24.32		
019376/00	UNIVERSAL STUDIOS HOLLYWOOD						
1594 PO-141369	01/24/2014	CENTER HS MCA	1 01-7220-0-5800-472-1110-1000-014-000	NN F	3,141.60	3,141.60	
TOTAL PAYMENT AMOUNT					3,141.60 *	3,141.60	
016055/00	WARNER BROTHERS STUDIO						
1597 PO-141371	01/24/2014	31402	1 01-7220-0-5800-472-1110-1000-014-000	NN F	1,680.00	1,680.00	
TOTAL PAYMENT AMOUNT					1,680.00 *	1,680.00	
016889/00	WATER RITE PRODUCTS INC.						
41 PO-140037	01/24/2014	547580	1 01-8150-0-4300-106-0000-8110-007-000	NN P	27.45	27.45	
TOTAL PAYMENT AMOUNT					27.45 *	27.45	
022221/00	WESTERN HEALTH ADVANTAGE						
PV-141038	01/24/2014	WHA FEBRUARY	01-0000-0-9552-000-0000-0000-000-000	NN		102,110.93	
TOTAL PAYMENT AMOUNT					102,110.93 *	102,110.93	
TOTAL FUND PAYMENT					310,542.73 **	310,542.73	
TOTAL USE TAX AMOUNT					52.30		

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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	rep dep T9MP		
-----							
016778/00	BARAO, ELIJAH						
1583 PO-141364	01/24/2014	REFUND	1	13-5310-0-8634-000-0000-0000-000-000	NN F	55.17	55.17
TOTAL PAYMENT AMOUNT				55.17 *			55.17
011602/00	DANIELSEN CO., THE						
381 PO-140343	01/24/2014	29207	2	13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
381 PO-140343	01/24/2014	30451	2	13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
381 PO-140343	01/24/2014	32196	2	13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
381 PO-140343	01/24/2014	32938	2	13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
381 PO-140343	01/24/2014	29207	1	13-5310-0-4700-108-0000-3700-007-000	NN P	3,356.04	3,356.04
381 PO-140343	01/24/2014	30451	1	13-5310-0-4700-108-0000-3700-007-000	NN P	4,185.29	4,185.29
381 PO-140343	01/24/2014	32196	1	13-5310-0-4700-108-0000-3700-007-000	NN P	7,356.57	7,356.57
381 PO-140343	01/24/2014	32938	1	13-5310-0-4700-108-0000-3700-007-000	NN P	3,544.18	3,544.18
TOTAL PAYMENT AMOUNT				18,474.08 *			18,474.08
021080/00	ED JONES FOOD SERVICE INC						
384 PO-140346	01/24/2014	164515	1	13-5310-0-4700-108-0000-3700-007-000	NN P	10,471.81	10,471.81
TOTAL PAYMENT AMOUNT				10,471.81 *			10,471.81
022364/00	HEARTLAND PAYMENT SYSTEMS						
392 PO-140354	01/24/2014	HSS00000001547	1	13-5310-0-5300-108-0000-3700-007-000	NN P	224.10	224.10
TOTAL PAYMENT AMOUNT				224.10 *			224.10
022464/00	KASEY, LAURA						
1621 PO-141390	01/24/2014	REIMB	1	13-5310-0-4300-108-0000-3700-007-000	NN F	77.42	77.42
TOTAL PAYMENT AMOUNT				77.42 *			77.42
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
387 PO-140349	01/24/2014	180174744	1	13-5310-0-5800-108-0000-3700-007-000	NN P	77.11	77.11
TOTAL PAYMENT AMOUNT				77.11 *			77.11
TOTAL FUND PAYMENT				29,379.69 **			29,379.69

81 CENTER UNIFIED SCHOOL DIST.  
01/24/2013 FINAL

ACCOUNTS PAYABLE PRELIST  
BATCH: 0050 01/24/2013  
FUND : 21 BUILDING FUND

J8214 APY500 H.02.05 01/23/14 PAGE 9  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP	Liq Amt	Net Amount
017549/00	ALL PHASE CONSTRUCTION INC						
PO-131894	01/24/2014	3-FINAL	2 21-0000-0-6100-472-9609-8500-007-828	NN F	19,215.67	19,215.67	
			TOTAL PAYMENT AMOUNT		19,215.67 *		19,215.67
			TOTAL FUND PAYMENT		19,215.67 **		19,215.67
			TOTAL BATCH PAYMENT		359,138.09 ***	0.00	359,138.09
			TOTAL USE TAX AMOUNT		52.30		
			TOTAL DISTRICT PAYMENT		359,138.09 ****	0.00	359,138.09
			TOTAL USE TAX AMOUNT		52.30		
			TOTAL FOR ALL DISTRICTS:		359,138.09 ****	0.00	359,138.09
			TOTAL USE TAX AMOUNT		52.30		

Number of warrants to be printed: 53, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.  
013120142

ACCOUNTS PAYABLE PRELIST

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Batch status: A All  
From batch: 0052  
To batch: 0052  
Include Revolving Cash: Y  
Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
013120142

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 01 GENERAL FUND

J8607 APY500 H.02.05 01/30/14 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 rep dep T9MP			
014228/00	3 DAY BLINDS						
1373 PO-141181	01/31/2014	ORD068600053374	1 01-0000-0-4300-472-0000-2700-014-000	NN F	732.92	737.36	
TOTAL PAYMENT AMOUNT					737.36 *	737.36	
018067/00	ACE IT! TUTORING POWERED BY						
1663 PO-141425	01/31/2014	2011.52	1 01-3010-0-5800-103-1110-1000-003-822	NN P	4,355.52	4,355.52	
1663 PO-141425	01/31/2014	2010	1 01-3010-0-5800-103-1110-1000-003-822	NN P	2,319.00	2,319.00	
TOTAL PAYMENT AMOUNT					6,674.52 *	6,674.52	
015797/00	ACE SUPPLY HARDWARE NORTH						
1009 PO-140883	01/31/2014	95019/2	1 01-8150-0-4300-106-0000-8110-007-000	NN P	18.71	18.71	
1009 PO-140883	01/31/2014	95062/2	1 01-8150-0-4300-106-0000-8110-007-000	NN P	30.13	30.13	
TOTAL PAYMENT AMOUNT					48.84 *	48.84	
010887/00	ADA SIGNS AND PRODUCTS						
1545 PO-141329	01/31/2014	984	1 01-8150-0-4300-106-0000-8110-007-000	NN F	614.52	614.52	
TOTAL PAYMENT AMOUNT					614.52 *	614.52	
014090/00	ALEKS CORPORATION						
1591 PO-141366	01/31/2014	IN000000029748	1 01-6300-0-4300-472-1110-1000-014-000	NN F	189.00	175.00	
TOTAL PAYMENT AMOUNT					175.00 *	175.00	
010669/00	ALHAMBRA & SIERRA SPRINGS						
64 PO-140056	01/31/2014	4781257 011614	1 01-7230-0-4300-112-0000-3600-007-000	NN F	45.84	50.49	
90 PO-140076	01/31/2014	4782453 011614	1 01-8150-0-4300-106-0000-8110-007-000	NN P	37.23	37.23	
235 PO-140213	01/31/2014	4780794 011614	1 01-0000-0-4300-103-0000-7200-003-000	NN P	25.92	25.92	
468 PO-140425	01/31/2014	4781839 011614	1 01-0000-0-4300-475-3200-2700-015-000	NN P	17.73	17.73	
TOTAL PAYMENT AMOUNT					131.37 *	131.37	
010700/00	AUS SACRAMENTO MC LOCKBOX						
747 PO-140656	01/31/2014	506-2799124	1 01-0000-0-5800-111-0000-8200-007-000	NN P	64.04	64.04	
747 PO-140656	01/31/2014	506-2740659	1 01-0000-0-5800-111-0000-8200-007-000	NN P	64.04	64.04	
TOTAL PAYMENT AMOUNT					128.08 *	128.08	

81 CENTER UNIFIED SCHOOL DIST.  
013120142

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 01 GENERAL FUND

J8607 APY500 H.02.05 01/30/14 PAGE 2  
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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	rep dep T9MP	Liq Amt	Net Amount
019504/00	B & H PHOTO-VIDEO							
1566 PO-141339	01/31/2014	79412570		1	01-0000-0-4400-236-0000-2700-009-000	YN F	1,495.77	1,513.66
				TOTAL PAYMENT AMOUNT				1,513.66
				TOTAL USE TAX AMOUNT				121.09
017972/00	BABY STEPS THERAPY							
1126 PO-140981	01/31/2014	13948		1	01-6500-0-5800-102-5750-1180-003-000	NN F	75.00	270.00
				TOTAL PAYMENT AMOUNT				270.00
010442/00	BAR HEIN							
46 PO-140041	01/31/2014	433704		1	01-0000-0-4300-106-0000-8110-007-000	NN P	20.48	20.48
				TOTAL PAYMENT AMOUNT				20.48
016805/00	BATES, CHERYL							
961 PO-140841	01/31/2014	JAN MILEAGE		1	01-6500-0-5210-102-5750-1130-003-000	NY P	45.56	45.56
				TOTAL PAYMENT AMOUNT				45.56
014056/00	BENDER, LINDA							
1589 PO-141395	01/31/2014	REIMB		1	01-6520-0-5200-472-5770-1110-003-000	NN F	1,284.48	1,284.48
				TOTAL PAYMENT AMOUNT				1,284.48
016149/00	BENNETT, JANET							
1673 PO-141434	01/31/2014	REIMB		1	01-7405-0-5200-472-0000-2130-014-000	NN F	26.66	26.66
				TOTAL PAYMENT AMOUNT				26.66
018984/00	BURNETT, NELLIE							
1439 PO-141235	01/31/2014	TRIP 76 REIMB		1	01-7230-0-5800-112-0000-3600-007-000	NN P	7.30	7.30
				TOTAL PAYMENT AMOUNT				7.30

81 CENTER UNIFIED SCHOOL DIST.  
013120142

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 01 GENERAL FUND

J8607 APY500 H.02.05 01/30/14 PAGE 3  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
-----							
010340/00	CA DEPT OF JUSTICE						
266 PO-140244	01/31/2014	010830 DEC	1	01-0000-0-5800-110-0000-7200-004-000	NN P	352.00	352.00
TOTAL PAYMENT AMOUNT				352.00 *			352.00
020540/00	CALIFORNIA AMERICAN WATER CO						
96 PO-140082	01/31/2014	1015-210019904460	1	01-0000-0-5540-106-0000-8110-007-000	NN P	553.22	553.22
96 PO-140082	01/31/2014	1015-210019694008	1	01-0000-0-5540-106-0000-8110-007-000	NN P	180.61	180.61
96 PO-140082	01/31/2014	1015-210021268389	1	01-0000-0-5540-106-0000-8110-007-000	NN P	180.61	180.61
96 PO-140082	01/31/2014	1015-210018891530	1	01-0000-0-5540-106-0000-8110-007-000	NN P	669.42	669.42
96 PO-140082	01/31/2014	1015-210019695353	1	01-0000-0-5540-106-0000-8110-007-000	NN P	180.61	180.61
96 PO-140082	01/31/2014	1015-210020956980	1	01-0000-0-5540-106-0000-8110-007-000	NN P	536.24	536.24
96 PO-140082	01/31/2014	1015-210021395847	1	01-0000-0-5540-106-0000-8110-007-000	NN P	502.29	502.29
96 PO-140082	01/31/2014	1015-210021268822	1	01-0000-0-5540-106-0000-8110-007-000	NN P	340.99	340.99
96 PO-140082	01/31/2014	1015-2310020037810	1	01-0000-0-5540-106-0000-8110-007-000	NN P	785.26	785.26
96 PO-140082	01/31/2014	1015-210021268303	1	01-0000-0-5540-106-0000-8110-007-000	NN P	192.99	192.99
TOTAL PAYMENT AMOUNT				4,122.24 *			4,122.24
020305/00	CDW GOVERNMENT INC.						
1554 PO-141327	01/31/2014	JH32954	1	01-0000-0-4400-115-0000-7700-007-000	NN P	134.77	134.77
1554 PO-141327	01/31/2014	JH41016	1	01-0000-0-4400-115-0000-7700-007-000	NN F	1,079.31	572.20
1612 PO-141383	01/31/2014	JJ94266	1	01-0000-0-4300-115-0000-7700-007-000	NN F	72.17	72.17
1627 PO-141401	01/31/2014	1021295	2	01-0000-0-4300-115-0000-7700-007-000	NN F	137.77	137.77
1627 PO-141401	01/31/2014	1021295	1	01-0000-0-4400-115-0000-7700-007-000	NN F	569.21	569.20
TOTAL PAYMENT AMOUNT				1,486.11 *			1,486.11
014449/00	CENTER HIGH SCHOOL STUDENT						
1598 PO-141396	01/31/2014	MCA-LA	1	01-7220-0-5800-472-1110-1000-014-000	NN F	1,149.00	1,149.00
TOTAL PAYMENT AMOUNT				1,149.00 *			1,149.00
021051/00	CHILD ABUSE PREVENTION COUNCIL						
1664 PO-141426	01/31/2014	7067	1	01-0000-0-5800-601-1110-1000-017-093	NN F	5,540.50	5,540.50
TOTAL PAYMENT AMOUNT				5,540.50 *			5,540.50

81 CENTER UNIFIED SCHOOL DIST.  
013120142

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 01 GENERAL FUND

J8607 APY500 H.02.05 01/30/14 PAGE 4  
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Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type fd reso p obje	ABA num sit goal func	Account num rep dep T9MP	Liq Amt	Net Amount
015735/00	COUNTY OF SACRAMENTO							
101 PO-140086	01/31/2014	18057		1 01-0000-0-5800-106-0000-8110-007-000	NN P		25.00	25.00
TOTAL PAYMENT AMOUNT							25.00 *	25.00
018079/00	DAUBENMIRE, TRACIE							
1653 PO-141447	01/31/2014	REIMB		1 01-6500-0-5200-102-5001-2700-003-000	NN F		622.68	622.68
TOTAL PAYMENT AMOUNT							622.68 *	622.68
017676/00	DAWSON OIL COMPANY INC.							
72 PO-141444	01/31/2014	1129423		1 01-7230-0-4300-112-0000-3600-007-000	NN P		1,897.13	1,897.13
TOTAL PAYMENT AMOUNT							1,897.13 *	1,897.13
018277/00	EASTER SEAL SOCIETY OF CA. INC							
555 PO-140492	01/31/2014	DEC13		1 01-6500-0-5800-102-5750-1180-003-000	NN F		1,204.50	1,417.50
TOTAL PAYMENT AMOUNT							1,417.50 *	1,417.50
019590/00	EDTECH TEAM INC							
1714 PO-141473	01/31/2014	0001454U		5 01-0000-0-5200-475-3200-1000-015-000	NN F		229.00	229.00
1714 PO-141473	01/31/2014	0001454U		1 01-7405-0-5200-115-0000-7700-007-000	NN F		1,374.00	1,374.00
1714 PO-141473	01/31/2014	0001454U		3 01-7405-0-5200-234-0000-2140-008-000	NN F		687.00	687.00
1714 PO-141473	01/31/2014	0001454U		6 01-7405-0-5200-236-0000-2140-009-000	NN F		229.00	229.00
1714 PO-141473	01/31/2014	0001454U		2 01-7405-0-5200-238-0000-2140-010-000	NN F		458.00	458.00
1714 PO-141473	01/31/2014	0001454U		4 01-7405-0-5200-371-0000-2140-012-000	NN F		458.00	458.00
1723 PO-141480	01/31/2014	0001454V		1 01-0000-0-5200-472-0000-2700-014-000	NN F		299.00	299.00
TOTAL PAYMENT AMOUNT							3,734.00 *	3,734.00
022347/00	GIVE SOMETHING BACK							
1608 PO-141379	01/31/2014	IN-0199124		1 01-0000-0-4300-472-1208-1000-014-000	NN F		99.32	99.32
TOTAL PAYMENT AMOUNT							99.32 *	99.32
013988/00	HAJOCA CORPORATION							
1517 PO-141299	01/31/2014	S007671206.001		1 01-8150-0-4300-106-0000-8110-007-000	NN P		466.56	466.56
TOTAL PAYMENT AMOUNT							466.56 *	466.56



81 CENTER UNIFIED SCHOOL DIST.  
013120142

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 01 GENERAL FUND

J8607 APY500 H.02.05 01/30/14 PAGE 5  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
022028/00	HANDS-ON TASKS INC						
1618 PO-141388	01/31/2014	3912	1	01-6500-0-4300-102-5770-1110-003-000	YN F	499.23	462.25
TOTAL PAYMENT AMOUNT						462.25 *	462.25
TOTAL USE TAX AMOUNT						36.98	
017002/00	HOME DEPOT CREDIT SERVICES						
1575 PO-141349	01/31/2014	7594417	1	01-8150-0-4300-106-0000-8110-007-000	NN P	201.53	201.53
1575 PO-141349	01/31/2014	6022616	1	01-8150-0-4300-106-0000-8110-007-000	NN P	182.29	182.29
TOTAL PAYMENT AMOUNT						383.82 *	383.82
016447/00	HUMAN RELATIONS MEDIA						
1563 PO-141336	01/31/2014	3147584	1	01-0000-0-4300-371-1110-1000-012-000	YN F	176.95	164.95
TOTAL PAYMENT AMOUNT						164.95 *	164.95
TOTAL USE TAX AMOUNT						13.20	
011341/00	HUNT & SONS INC						
74 PO-140064	01/31/2014	565332	1	01-7230-0-4308-112-0000-3600-007-000	NN P	24,491.15	24,491.15
TOTAL PAYMENT AMOUNT						24,491.15 *	24,491.15
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO						
26 PO-140025	01/31/2014	27-81911459.001	1	01-8150-0-4300-106-0000-8110-007-000	NN P	340.33	340.33
TOTAL PAYMENT AMOUNT						340.33 *	340.33
017267/00	LASER AGE						
1655 PO-141418	01/31/2014	442710	2	01-0000-0-4300-105-0000-7200-005-000	NN F	10.75	10.75
1655 PO-141418	01/31/2014	442710	1	01-0000-0-5600-105-0000-7200-005-000	NN F	87.50	87.50
TOTAL PAYMENT AMOUNT						98.25 *	98.25
020767/00	LAW, JENNIFER						
1646 PO-141412	01/31/2014	MILEAGE REIMB	1	01-3010-0-5200-103-1110-1000-003-822	NN F	97.18	97.18
TOTAL PAYMENT AMOUNT						97.18 *	97.18

81 CENTER UNIFIED SCHOOL DIST.  
013120142

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 01 GENERAL FUND

J8607 APY500 H.02.05 01/30/14 PAGE 6  
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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	rep dep T9MP		
017899/00	LAWSON, BECKY						
1638 PO-141408	01/31/2014	MILEAGE REIMB	1	01-7405-0-5210-103-0000-2130-003-000	NN F	61.02	61.02
TOTAL PAYMENT AMOUNT						61.02 *	61.02
022406/00	MAXIM HEALTHCARE SERVICES INC						
536 PO-140473	01/31/2014	2155960262	1	01-0000-0-5800-102-0000-3140-003-000	NN F	3,843.20	3,430.00
TOTAL PAYMENT AMOUNT						3,430.00 *	3,430.00
011107/00	MY BINDING						
1592 PO-141367	01/31/2014	41365518	1	01-0000-0-4300-240-1110-1000-011-000	YN F	153.36	141.56
TOTAL PAYMENT AMOUNT						141.56 *	141.56
TOTAL USE TAX AMOUNT						11.32	
014707/00	MYSECURITYSIGN.COM						
1685 PO-141450	01/31/2014	MSS-79919	1	01-8150-0-4300-106-0000-8110-007-000	NN F	410.49	410.49
TOTAL PAYMENT AMOUNT						410.49 *	410.49
011521/00	NETOP						
1567 PO-141342	01/31/2014	IUSO 129551	1	01-0000-0-5800-472-1215-1000-014-000	NN F	900.00	900.00
TOTAL PAYMENT AMOUNT						900.00 *	900.00
011413/00	NSP3						
1457 PO-141246	01/31/2014	14685	1	01-8150-0-4300-106-0000-8110-007-000	NN F	225.31	225.31
TOTAL PAYMENT AMOUNT						225.31 *	225.31
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1556 PO-141333	01/31/2014	69133936001	1	01-0000-0-4300-105-0000-7200-005-000	NN P	15.60	15.60
1556 PO-141333	01/31/2014	693920215001	1	01-0000-0-4300-105-0000-7200-005-000	NN P	101.66	101.66
1556 PO-141333	01/31/2014	693920214001	1	01-0000-0-4300-105-0000-7200-005-000	NN F	13.03	13.04
1607 PO-141378	01/31/2014	691784934001	1	01-0000-0-4300-472-0000-2700-014-000	NN P	73.69	73.69
1607 PO-141378	01/31/2014	691784935001	1	01-0000-0-4300-472-0000-2700-014-000	NN F	23.15	15.15
1610 PO-141381	01/31/2014	691785458001	1	01-6500-0-4300-102-5770-1110-003-000	NN F	70.57	70.57
1617 PO-141387	01/31/2014	691786119001	1	01-6500-0-4300-102-5770-1110-003-000	NN F	477.28	477.28
TOTAL PAYMENT AMOUNT						766.99 *	766.99

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 01 GENERAL FUND

J8607 APY500 H.02.05 01/30/14 PAGE 7  
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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 rep dep T9MP			
011822/00	OLARIU, STEFAN							
1391 PO-141197	01/31/2014	TRIP 115		1	01-7240-0-5800-112-5001-3600-007-000	NN P	15.00	15.00
		TOTAL PAYMENT AMOUNT			15.00 *			15.00
015373/00	ORIENTAL TRADING COMPANY							
1573 PO-141347	01/31/2014	661528970-01		1	01-5640-0-4300-601-9728-3140-017-084	YN F	106.41	99.49
		TOTAL PAYMENT AMOUNT			99.49 *			99.49
		TOTAL USE TAX AMOUNT			7.96			
021050/00	PACHECO, SHAWNA							
1619 PO-141398	01/31/2014	REIMB		1	01-6520-0-5210-472-5770-1110-003-000	NN F	30.00	30.00
		TOTAL PAYMENT AMOUNT			30.00 *			30.00
014872/00	PALMER, MICHAEL							
1660 PO-141422	01/31/2014	REIMB MILEAGE		1	01-7405-0-5200-472-0000-2130-014-000	NN F	12.90	12.90
		TOTAL PAYMENT AMOUNT			12.90 *			12.90
021249/00	PERRY, HEATHER							
1665 PO-141427	01/31/2014	REIMB		1	01-6500-0-5211-102-5001-2700-003-000	NN F	19.60	19.60
		TOTAL PAYMENT AMOUNT			19.60 *			19.60
010251/00	PLACER CO OFFICE OF EDUCATION							
1044 PO-140911	01/31/2014	AR14-00604		1	01-7405-0-5200-103-0000-2130-003-000	NN F	75.00	75.00
		TOTAL PAYMENT AMOUNT			75.00 *			75.00
021167/00	PLACER COUNTY OFFICE OF EDUC							
759 PO-140666	01/31/2014	AR14-00604		1	01-7405-0-5200-475-3200-2140-015-000	NN F	75.00	75.00
1242 PO-141071	01/31/2014	AR14-00604		1	01-7405-0-5200-472-0000-2130-014-000	NN F	300.00	300.00
1641 PO-141410	01/31/2014	AR14-00604		1	01-7405-0-5200-103-0000-2130-003-000	NN F	75.00	75.00
		TOTAL PAYMENT AMOUNT			450.00 *			450.00

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
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 rep dep T9MP			
014069/00	PLATT ELECTRIC SUPPLY						
32 PO-140029	01/31/2014	B541693	1 01-8150-0-4300-106-0000-8110-007-000	NN P	1,211.76	1,211.76	
32 PO-140029	01/31/2014	b541787	1 01-8150-0-4300-106-0000-8110-007-000	NN P	798.30	798.30	
			TOTAL PAYMENT AMOUNT	2,010.06 *			2,010.06
022525/00	POST-IT LLC						
760 PO-140667	01/31/2014	DEC2013	1 01-0000-0-5800-110-0000-7200-004-000	NN P	220.00	220.00	
			TOTAL PAYMENT AMOUNT	220.00 *			220.00
021401/00	PRACTI-CAL INC						
1688 PO-141462	01/31/2014	26655	1 01-5640-0-5800-103-0000-3140-003-000	NN F	1,100.87	1,100.87	
			TOTAL PAYMENT AMOUNT	1,100.87 *			1,100.87
011238/00	RELIABLE TIRE						
1147 PO-140994	01/31/2014	111653	1 01-7240-0-4300-112-5001-3600-007-000	NN P	532.70	532.70	
			TOTAL PAYMENT AMOUNT	532.70 *			532.70
014231/00	RIVERA, IVAN						
1614 PO-141397	01/31/2014	SEPT MILEAGE	1 01-6500-0-5800-102-5770-3600-003-000	NN P	204.08	204.08	
1614 PO-141397	01/31/2014	OCT MILEAGE	1 01-6500-0-5800-102-5770-3600-003-000	NN P	204.08	204.08	
1614 PO-141397	01/31/2014	NOV MILEAGE	1 01-6500-0-5800-102-5770-3600-003-000	NN P	218.66	218.66	
1614 PO-141397	01/31/2014	DEC MILEAGE	1 01-6500-0-5800-102-5770-3600-003-000	NN P	189.50	189.50	
			TOTAL PAYMENT AMOUNT	816.32 *			816.32
010546/00	RIVERSIDE PUBLISHING CO.						
1537 PO-141318	01/31/2014	950175955	1 01-6500-0-4300-102-5770-1110-003-000	NN P	166.08	166.08	
1541 PO-141320	01/31/2014	950175954	1 01-6500-0-4300-102-5770-1110-003-000	NN F	166.08	166.08	
			TOTAL PAYMENT AMOUNT	332.16 *			332.16
010627/00	RIVERVIEW INTERNATIONAL TRUCKS						
1498 PO-141282	01/31/2014	818380	1 01-7230-0-4300-112-0000-3600-007-000	NN P	81.52	81.52	
1498 PO-141282	01/31/2014	818514	1 01-7230-0-4300-112-0000-3600-007-000	NN P	127.85	127.85	
1498 PO-141282	01/31/2014	818560	1 01-7230-0-4300-112-0000-3600-007-000	NN P	426.59	426.59	
			TOTAL PAYMENT AMOUNT	635.96 *			635.96

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 01 GENERAL FUND

J8607 APY500 H.02.05 01/30/14 PAGE 9  
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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	rep dep T9MP		
010242/00		ROTO-ROOTER PLUMBERS					
33	PO-140030 01/31/2014	SA25007	1	01-8150-0-5600-106-0000-8110-007-000	NN P	614.00	614.00
33	PO-140030 01/31/2014	SA22879	1	01-8150-0-5600-106-0000-8110-007-000	NN F	636.00	600.00
TOTAL PAYMENT AMOUNT				1,214.00 *			1,214.00
010552/00		SAC VAL JANITORIAL					
354	PO-140320 01/31/2014	10070172	1	01-0000-0-4300-111-0000-8200-007-000	NN P	345.34	345.34
1453	PO-141240 01/31/2014	10069256	1	01-0000-0-9320-000-0000-0000-000-000	NN P	5,626.65	5,626.65
1453	PO-141240 01/31/2014	10069402	1	01-0000-0-9320-000-0000-0000-000-000	NN P	143.55	143.55
TOTAL PAYMENT AMOUNT				6,115.54 *			6,115.54
020981/00		SAVE MART SUPERMARKETS					
743	PO-140646 01/31/2014	2581542	1	01-0000-0-4300-101-0000-7150-002-000	NN P	40.99	40.99
TOTAL PAYMENT AMOUNT				40.99 *			40.99
010373/00		SCHOOLS INSURANCE AUTHORITY					
638	PO-140569 01/31/2014	2014UST-KAM.13	1	01-7230-0-5800-112-0000-3600-007-000	NN P	150.00	150.00
638	PO-140569 01/31/2014	2014UST-KAM.15	1	01-7230-0-5800-112-0000-3600-007-000	NN P	150.00	150.00
TOTAL PAYMENT AMOUNT				300.00 *			300.00
017106/00		SIA/VISION SERVICE PLAN					
	PV-141040 01/31/2014	SIA /VISIONS		01-0000-0-9552-000-0000-0000-000-000	NN		6,437.72
TOTAL PAYMENT AMOUNT				6,437.72 *			6,437.72
011527/00		SIERRA OFFICE SUPPLY					
1613	PO-141384 01/31/2014	2699501-0	1	01-6500-0-4300-102-5770-1110-003-000	NN F	74.52	68.56
TOTAL PAYMENT AMOUNT				68.56 *			68.56
015820/00		SMALL SCHOOL DISTRICT'S ASSOC					
1546	PO-141323 01/31/2014	13-0001347	1	01-0000-0-5200-105-0000-7200-005-000	NN F	50.00	50.00
TOTAL PAYMENT AMOUNT				50.00 *			50.00

81 CENTER UNIFIED SCHOOL DIST.  
013120142

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 01 GENERAL FUND

J8607 APY500 H.02.05 01/30/14 PAGE 10  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	bit goal func	rep dep T9MP		
021813/00	SUREWEST						
110 PO-140095	01/31/2014	604800-0001 1/*15-2/15	1 01-0000-0-5902-106-0000-8110-007-000	NN P	933.78	933.78	
TOTAL PAYMENT AMOUNT					933.78 *	933.78	
022026/00	SUTTER MEDICAL CTR SACRAMENTO						
1705 PO-141464	01/31/2014	RSHERY/L.A.BECKER	1 01-0000-0-5200-103-0000-2110-003-000	NN F	150.00	150.00	
TOTAL PAYMENT AMOUNT					150.00 *	150.00	
016005/00	SWRCB FEES						
1632 PO-141405	01/31/2014	SW-0073520	1 01-8150-0-5800-106-0000-8110-007-000	NN F	1,791.00	1,791.00	
TOTAL PAYMENT AMOUNT					1,791.00 *	1,791.00	
017767/00	SYTECH SOLUTIONS INC						
1717 PO-141476	01/31/2014	4491	1 01-0000-0-5800-106-0000-8200-007-000	NN F	13,950.00	13,950.00	
TOTAL PAYMENT AMOUNT					13,950.00 *	13,950.00	
011357/00	TAP PLASTICS INC						
1565 PO-141338	01/31/2014	378536	1 01-8150-0-4300-106-0000-8110-007-000	NN P	101.71	101.71	
TOTAL PAYMENT AMOUNT					101.71 *	101.71	
022139/00	THERAPRO INC						
1574 PO-141348	01/31/2014	IN400416	1 01-5640-0-4300-601-9728-1000-017-083	YN F	329.62	317.17	
TOTAL PAYMENT AMOUNT					317.17 *	317.17	
TOTAL USE TAX AMOUNT					25.37		
014079/00	THYSSENKRUPP ELEVATOR CORP						
1229 PO-141059	01/31/2014	1090144097	1 01-8150-0-5600-106-0000-8110-007-000	NN P	147.64	147.64	
1229 PO-141059	01/31/2014	1090143181	1 01-8150-0-5600-106-0000-8110-007-000	NN F	1,849.11	1,870.81	
TOTAL PAYMENT AMOUNT					2,018.45 *	2,018.45	

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 01 GENERAL FUND

J8607 APY500 H.02.05 01/30/14 PAGE 11  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
020756/00	TIDMORE FLAGS						
1560 PO-141335	01/31/2014	112859	1	01-0000-0-4300-371-0000-2700-012-000	YN F	28.42	26.90
TOTAL PAYMENT AMOUNT						26.90 *	26.90
TOTAL USE TAX AMOUNT						2.15	
021841/00	TOGO'S/BASKIN-ROBBINS						
1686 PO-141443	01/31/2014	384604	1	01-0000-0-4300-101-0000-7150-002-000	NN F	89.98	89.98
TOTAL PAYMENT AMOUNT						89.98 *	89.98
016889/00	WATER RITE PRODUCTS INC.						
60 PO-140052	01/31/2014	547824	1	01-0000-0-4300-106-0000-8110-007-000	NN P	53.74	53.74
TOTAL PAYMENT AMOUNT						53.74 *	53.74
014057/00	WINCKLER, DEBBIE						
1679 PO-141439	01/31/2014	MILEAGE REIMB	1	01-0000-0-5210-110-0000-7200-004-000	NN F	16.85	16.85
TOTAL PAYMENT AMOUNT						16.85 *	16.85
017313/00	XEROX						
1 PO-140001	01/31/2014	701718777	1	01-3010-0-5612-240-1110-1000-011-000	NN P	55.91	55.91
TOTAL PAYMENT AMOUNT						55.91 *	55.91
020841/00	XEROX CORPORATION						
643 PO-140562	01/31/2014	072121675	1	01-0000-0-5600-472-0000-2700-014-000	NN P	23.93	23.93
TOTAL PAYMENT AMOUNT						23.93 *	23.93
020083/00	YOUTHLIGHT INC						
1572 PO-141346	01/31/2014	1065249	1	01-5640-0-4200-601-9728-3140-017-084	NN F	30.42	30.35
1572 PO-141346	01/31/2014	1065249	2	01-5640-0-4300-601-9728-3140-017-084	NN F	42.25	42.17
TOTAL PAYMENT AMOUNT						72.52 *	72.52
TOTAL FUND PAYMENT						104,741.98 **	104,741.98
TOTAL USE TAX AMOUNT						218.07	

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	fd reso p obje	sit goal func rep dep T9MP	Liq Amt	Net Amount	
-----							
010251/00	PLACER CO OFFICE OF EDUCATION						
1310 PO-141129	01/31/2014	AR14-00604	1 09-7405-0-5200-503-0000-2130-018-000	NN F	150.00	150.00	
1317 PO-141134	01/31/2014	AR14-00604	1 09-7405-0-5200-501-0000-2130-016-000	NN F	75.00	75.00	
TOTAL PAYMENT AMOUNT					225.00 *	225.00	
TOTAL FUND PAYMENT					225.00 **	225.00	



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 12 CHILD DEVELOPMEN FUND

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<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		fd reso p obje	sit goal func	rep dep T9MP	Liq Amt	Net Amount
-----								
018143/00		CHILD DEVELOPMENT CENTERS INC						
620 PO-140543	01/31/2014	5030-DEC13		1	12-5025-0-5800-100-8500-1000-005-000	NN P	23,470.46	23,470.46
620 PO-140543	01/31/2014	5030-DEC13		2	12-6105-0-5800-100-8500-1000-005-000	NN P	24,428.44	24,428.44
TOTAL PAYMENT AMOUNT							47,898.90 *	47,898.90
TOTAL FUND PAYMENT							47,898.90 **	47,898.90

81 CENTER UNIFIED SCHOOL DIST.  
013120142

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 13 CAFETERIA FUND

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<< 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	rep dep T9MP		
020098/00	BIG TRAY						
388 PO-140350	01/31/2014	747366	1	13-5310-0-4400-108-0000-3700-007-000	NN P	259.74	259.74
388 PO-140350	01/31/2014	747486	1	13-5310-0-4400-108-0000-3700-007-000	NN P	1,818.18	1,818.18
388 PO-140350	01/31/2014	729429	1	13-5310-0-4400-108-0000-3700-007-000	NN P	233.99	233.99
TOTAL PAYMENT AMOUNT				2,311.91 *			2,311.91
014156/00	COUNTY OF SACRAMENTO						
660 PO-140581	01/31/2014	AR0006771	1	13-5310-0-5800-108-0000-3700-007-000	NN P	533.00	533.00
660 PO-140581	01/31/2014	AR0004778	1	13-5310-0-5800-108-0000-3700-007-000	NN P	533.00	533.00
660 PO-140581	01/31/2014	AR0001744	1	13-5310-0-5800-108-0000-3700-007-000	NN P	533.00	533.00
660 PO-140581	01/31/2014	AR0005930	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
021080/00	ED JONES FOOD SERVICE INC						
384 PO-140346	01/31/2014	165152	1	13-5310-0-4700-108-0000-3700-007-000	NN P	10,376.60	10,376.60
384 PO-140346	01/31/2014	164761	1	13-5310-0-4700-108-0000-3700-007-000	NN F	2,642.14	6,754.30
TOTAL PAYMENT AMOUNT				17,130.90 *			17,130.90
017002/00	HOME DEPOT CREDIT SERVICES						
1727 PO-141469	01/31/2014	2566221	1	13-5310-0-4300-108-0000-3700-007-000	NN F	19.31	19.31
TOTAL PAYMENT AMOUNT				19.31 *			19.31
016279/00	P&R PAPER SUPPLY						
395 PO-140357	01/31/2014	N81762-00	1	13-5310-0-4300-108-0000-3700-007-000	NN P	326.68	326.68
395 PO-140357	01/31/2014	N81858-00	1	13-5310-0-4300-108-0000-3700-007-000	NN P	563.72	563.72
395 PO-140357	01/31/2014	N81858-01	1	13-5310-0-4300-108-0000-3700-007-000	NN P	143.27	143.27
TOTAL PAYMENT AMOUNT				1,033.67 *			1,033.67
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
387 PO-140349	01/31/2014	180175298	1	13-5310-0-5800-108-0000-3700-007-000	NN P	77.11	77.11
TOTAL PAYMENT AMOUNT				77.11 *			77.11
TOTAL FUND PAYMENT				22,704.90 **			22,704.90

81 CENTER UNIFIED SCHOOL DIST.  
013120142

ACCOUNTS PAYABLE PRELIST  
BATCH: 0052 01312013  
FUND : 14 DEFERRED MAINTENANCE FUND

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<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP	Liq Amt	Net Amount	
021763/00	ALL STAR RENTS							
1662 PO-141424	01/31/2014	425885 01/22/14	1 14-0024-0-5600-106-9607-8110-007-000	NN F		65.95	65.95	
TOTAL PAYMENT AMOUNT						65.95 *	65.95	
TOTAL FUND PAYMENT						65.95 **	65.95	
TOTAL BATCH PAYMENT						175,636.73 ***	0.00	175,636.73
TOTAL USE TAX AMOUNT						218.07		
TOTAL DISTRICT PAYMENT						175,636.73 ****	0.00	175,636.73
TOTAL USE TAX AMOUNT						218.07		
TOTAL FOR ALL DISTRICTS:						175,636.73 *****	0.00	175,636.73
TOTAL USE TAX AMOUNT						218.07		

Number of warrants to be printed: 84, not counting voids due to stub overflows.

# Center Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Wilson C. Riles Middle School

Date: January 09, 2014

Action Item

To: Board of Trustees

Information Item x

From: Joyce Frisch, Principal

# Attached Pages 1

Principal's Initials: 

## SUBJECT:

Wilson C.Riles Middle School will have Lorraine Temple at our school on March 26, 2014 to put on an assembly "Alaska Husky Spirit." It is one hour long and will be at 9:00 a.m. Our PTA will be paying for the assembly.

# *Center Joint Unified School District*

## AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

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

Date: February 19, 2014

Information Item X

From: Craig Deason, Assist. Supt.

# Attached Pages 6

Assist. Supt. Initials: CD

**SUBJECT: Conference Attendance**

Sixteen staff members from Center Joint Unified School District attended the Google in Education Roseville Festival February 8<sup>th</sup> and 9<sup>th</sup>, 2014. The festival was held at the Roseville High School. This festival is produced by the EdTech Team.

A list of attendees and agenda are attached. The Maintenance and Facilities Department is paying for one attendee from each site and all others are paid for by the sites.

**CENTER JOINT UNIFIED SCHOOL DISTRICT  
GOOGLE FESTIVAL, ROSEVILLE, ATTENDEES**

**Center High School:**

Rob McInnes	teacher	<a href="mailto:robmcinnes@centerusd.org">robmcinnes@centerusd.org</a>
Bonnie Schiro	technology specialist	<a href="mailto:schiro@centerusd.org">schiro@centerusd.org</a>

**McClellan High School:**

Chris Collins	science teacher	<a href="mailto:chriscoll@centerusd.org">chriscoll@centerusd.org</a>
Aaron Hagman	social studies teacher	<a href="mailto:ahagman@centerusd.org">ahagman@centerusd.org</a>

**Wilson C. Riles Middle School:**

Ron Baioni	technology specialist	<a href="mailto:ronb@centerusd.org">ronb@centerusd.org</a>
Allison Kent	math teacher	<a href="mailto:akent@centerusd.org">akent@centerusd.org</a>
Carrie Muldoon	English teacher	<a href="mailto:cmuldoon@centerusd.org">cmuldoon@centerusd.org</a>

**Dudley Elementary:**

Steve Carlson	4 <sup>th</sup> grade teacher	<a href="mailto:scarlson@centerusd.org">scarlson@centerusd.org</a>
Tracie Meloy	6 <sup>th</sup> grade teacher	<a href="mailto:tmeloy@centerusd.org">tmeloy@centerusd.org</a>
Steve Jackson	principal	<a href="mailto:sjackson@centerusd.org">sjackson@centerusd.org</a>
Sarah Wildman	1 <sup>st</sup> /2 <sup>nd</sup> grade teacher	<a href="mailto:swildman@centerusd.org">swildman@centerusd.org</a>

**North Country Elementary:**

Jennifer Larmer-Virgen	teacher	<a href="mailto:jenniferl@centerusd.org">jenniferl@centerusd.org</a>
Paula Clement	teacher	<a href="mailto:pclement@centerusd.org">pclement@centerusd.org</a>

**Oak Hill Elementary:**

Patty Spore	principal	<a href="mailto:pspore@centerusd.org">pspore@centerusd.org</a>
Cecile Valoria	teacher	<a href="mailto:cavaloria@centerusd.org">cavaloria@centerusd.org</a>
Susan Erickson	teacher	<a href="mailto:serickson@centerusd.org">serickson@centerusd.org</a>

# Google in Education Roseville Festival



Produced by EdTechTeam



[Registration](#) | [Information](#) | [Program](#) | [Presenters](#) | [Committee](#) | [Sponsors](#) | [Resources](#) | [Pre-Festival](#)

**Roseville High School**  
**February 8 & 9, 2014**

We invite you to [join us](#) for the first annual Google in Education Roseville Festival produced by the [EdTechTeam](#) to be held at [Roseville High School](#) in Roseville, California on February 8 & 9, 2014. This high intensity two day event focuses on deploying, integrating, and using Google Apps for Education and other Google Tools to promote student learning in K-12 and higher education. The [program](#) features Google Certified Teachers, Google Apps for Education Certified Trainers, practicing administrators, solution providers, Google engineers, and representatives from the Google education teams.

Google in Education  
Global Summits



# Google in Education Roseville Festival



Produced by EdTechTeam



The first ever Google in Education Roseville Festival is nearly here! This event promises to be an exciting two days of learning and innovation in education!

We're writing today to update you with some very important information you'll need for this event.

## Welcome Survey

Please tell us who you are and where you're coming from. This very quick survey will help us plan for the first ever Roseville Festival. We appreciate your time and thank you in advance.

## ATTENDEE SURVEY

or

<http://goo.gl/65HRrH>

### Event Location

Roseville High School  
1 Tiger Way  
Roseville, CA 95678

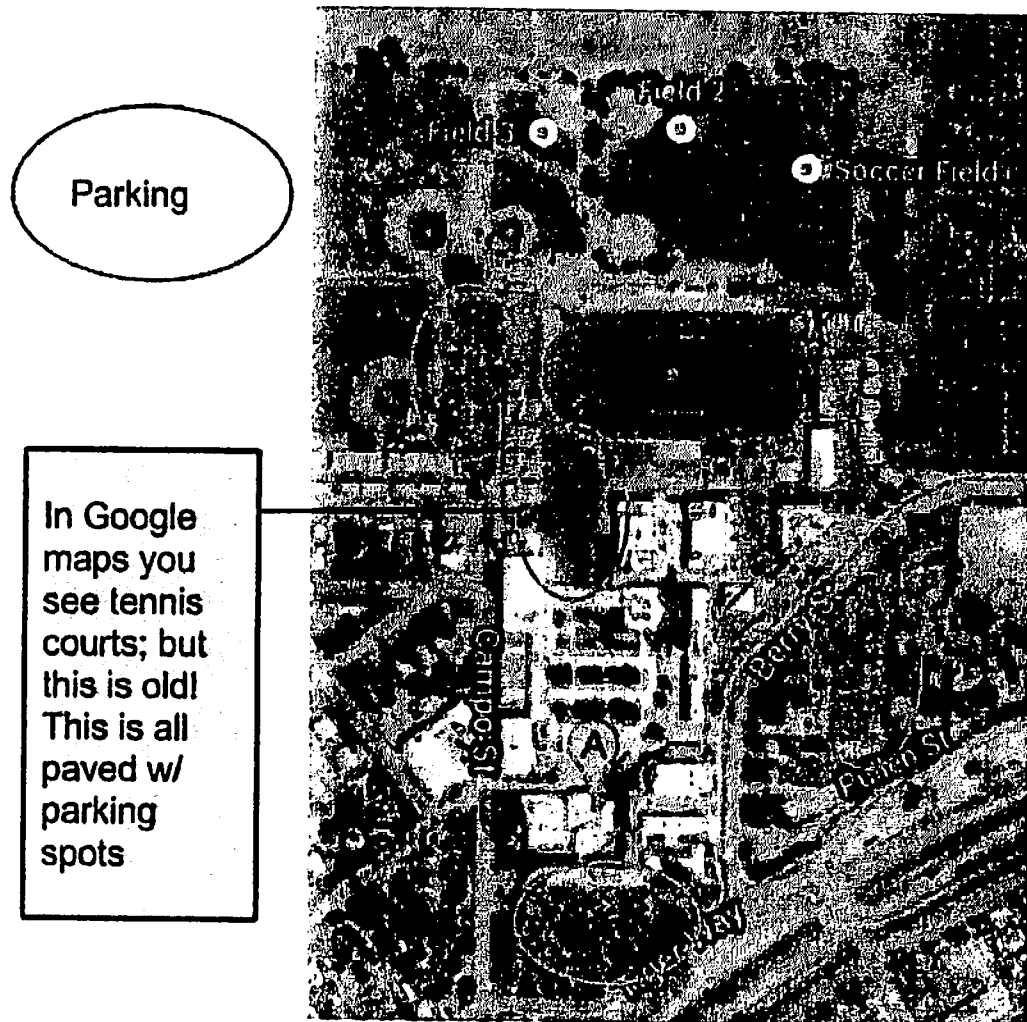


[MAP](#)



## Parking

Please park in any of the locations circled on the image below. Registration and the daily continental breakfast will be served in the cafeteria on campus.



Parking

In Google maps you see tennis courts; but this is old! This is all paved w/ parking spots

### Saturday Morning Registration, Continental Breakfast, and Keynote

Registration will open at 7:30 AM on Saturday and Sunday and remain open throughout the day. During this time, we'll also have a light continental breakfast available. This is a great time to plan out your sessions for the day and also visit on site sponsors.

Each day will feature a morning keynote from 8:30-9:30 AM. We're excited that Dan Russell, Über Tech Lead for Search Quality and User Happiness at Google will be kicking off the event on Saturday morning. On Sunday morning, Ramsey Musallam, Google Certified Teacher, will open the event.

The rest of each day will be filled with sessions on using Google tools in education. The full schedule of sessions is now available online - check out the program today to map out your schedule early!

**Please note that we are a paperless conference and the most up-to-date program will be available online and you can pull it up at any moment on your smartphone, tablet or notebook. Printing the schedule isn't advised.**

**<http://rosevillegafe2014.sched.org/>**

You can create your own SCHED account and start \*starring\* the sessions you want to attend and create your own personalized schedule. Please know that you are not "registering" for these sessions if you star them in your schedule. Each session is first come, first serve.

**\*Note the different strands that you are able to search by on the right side of the schedule. The different strands are: beginner, intermediate, ninja, administrators, higher ed and technical.**

**Also, look for the QR codes on signs around the event. A quick scan will take you directly to the program schedule.**

Don't have a QR code scanner? Simply search for "QR" in Google Play or the App Store and you'll have many options to choose from.

#### **Lunch Break**

A delicious catered lunch from Panera will be provided in the cafeteria to all attendees on both Saturday and Sunday so plan on sticking around. You'll have from 12:30-1:30 PM to eat, chat with colleagues, visit event sponsors, and plan out the sessions you'll attend.

#### **Demo Slam & Raffle**

Plan now to join us for a Demo Slam session from 4:30-5:30 PM on Saturday, February 8. Google Certified Teachers, Google Apps Certified Trainers, and presenters will be going head to head to show off some of their favorite tools, features, and inspiring ideas for educational use.

#### **Closing Session on Sunday, February 9**

Plan now to stay for the closing session with Ken Shelton, Google Certified Teacher and Apple Distinguished Educator on Sunday at 4:15 PM for an inspiring end to your two day summit experience!

## Day One

7:30-8:30 Continental Breakfast  
8:30-9:30 Keynote: Dan Russell, Google  
10:00-11:00 Session 1  
11:30-12:30 Session 2  
12:30-1:30 Lunch  
1:30-2:30 Session 3  
3:00-4:00 Session 4  
4:30-5:30 Demo Slam

## Day Two

7:30-8:30 Continental Breakfast  
8:30-9:30 Keynote: Ramsey Musallam  
10:00-11:00 Session 5  
11:30-12:30 Session 6  
12:30-1:30 Lunch  
1:30-2:30 Session 7  
3:00-4:00 Session 8  
4:15 to 5:00 Closing Keynote: Ken Shelton

### Network Access, Administrative Rights & Courtesy

At all times, an open internet connection will be available to all attendees. Information will be provided on site.

While we have planned extensively with the school site to ensure a high quality experience with sufficient bandwidth, we do ask that attendees personally limit the number of connected devices to the network whenever possible to prevent overloading individual access points.

### Tweet with us! Circle Us on Google+

During the Summit we'll be tweeting and sharing to the [#gafesummit](#) hashtag on Twitter and Google+. We hope you'll join us and share out what you're learning at the Summit! We also invite you to join the [Google in Education Summits by EdTechTeam](#) community on Google+

*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item**     X    **To:** Board of Trustees**Information Item**           **Date:** February 19, 2014**# Attached Pages**           **From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:**           **SUBJECT: 2014 CSBA Delegate Assembly Election**

The board as a whole may vote for up to three (3) candidates as indicated on the ballot. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2014 - March 31, 2016.

**RECOMMENDATION:**



California School Boards Association

**TIME SENSITIVE, REQUIRES BOARD ACTION  
DEADLINE MONDAY, MARCH 17, 2014**

January 31, 2014

**MEMORANDUM**

**To:** All Board Presidents and Superintendents  
CSBA Member Boards of Education

**From:** Josephine Lucey, President

**Re:** 2014 CSBA Delegate Assembly Election  
U.S. Postmark Deadline – Monday, March 17, 2014

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Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Monday, March 17. No exceptions are allowed.**

Election results will be available no later than Tuesday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2014 – March 31, 2016. The next meeting of the Delegate Assembly is on Saturday, May 17 – Sunday, May 18 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Tuesday, April 1. Please do not hesitate to contact Charlyn Tuter in the Leadership Services Department at (800) 266-3382 ext. 3281 should you have any questions. Thank you.



California School Boards Association

***TIME SENSITIVE, REQUIRES BOARD ACTION  
DEADLINE MONDAY, MARCH 17, 2014***

January 31, 2014

**TRANSMITTAL**

To: All Board Presidents and Superintendents  
CSBA Member Boards of Education

From: Charlyn Tuter, Sr. Administrative Assistant

Re: 2014 CSBA Delegate Assembly Election  
U.S. Postmark Deadline – Monday, March 17, 2014

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Enclosed in this mailing you will find the following:

- Memo from CSBA President Josephine Lucey
- Return envelope U.S. Postmark Deadline – Monday, March 17, 2014
- Red ballot to be signed by Superintendent or Board Clerk
- List of the current Delegates in your region (reverse side of ballot)
- Copy on white paper of the red ballot for insertion in board packets
- Copies of each candidate's biographical sketch and optional résumé, if provided

Please do not hesitate to contact me at (800) 266-3382 ext. 3281 should you have any questions.

Thank you.

Enclosures

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2014**. Only **ONE** Ballot per Board. Be sure to mark your vote "X" in the box.  
*A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2014 DELEGATE ASSEMBLY BALLOT  
SUBREGION 6-B  
(Sacramento County)

Number of vacancies: 3 (Vote for no more than 3 candidates)

*Delegates will serve two-year terms beginning April 1, 2014 – March 31, 2016*

*\*denotes incumbent*

- ☐ Craig DeLuz (Robla SD)
- ☐ John Dexter (Twin Rivers USD)
- ☐ Teresa A. Stanley (Folsom-Cordova USD)\*

*Provision for Write-in Candidate Name*

*School District*

*Signature of Superintendent or Board Clerk*

*Title*

*School District/COE Name*

*Date of Board Action*

*See reverse side for a current list of all Delegates in your Region.*

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**Region 6 – Ellen Driscoll, Director (Rescue Union ESD)**  
**19 Delegates (12 elected/7 appointed)**

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**Below is a list of all the current Delegates from this Region:**

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**Subregion A**

Susan Lovenburg (Davis Joint USD), term expires 2014

**Subregion B**

Jeanette Amavisca (Elk Grove USD), appointed term expires 2015

Michael A. Baker (Twin Rivers USD) appointed term expires 2015

Pam Costa (San Juan USD) appointed term expires 2015

Priscilla S. Cox (Elk Grove USD), term expires 2015

Linda Fowler (Twin Rivers USD), term expires 2014

John Gordon (Galt Joint Union ESD), term expires 2015

Jay Hansen (Sacramento City USD) appointed term expires 2015

Susan Heredia (Natomas USD), term expires 2015

Lisa Kaplan (Natomas USD), term expires 2015

Lucinda E. Luttgen (San Juan USD), appointed term expires 2014

Edward Short (Folsom-Cordova USD), term expires 2015

Bobbie Singh-Allen (Elk Grove USD), appointed term expires 2014

Teresa Stanley (Folsom-Cordova USD), term expires 2014

Darrel H. Woo (Sacramento City USD), appointed term expires 2014

Vacant, elected term expires 2014

**Subregion C**

Misty DiVittorio (Placerville Union USD), term expires 2014

Suzanna George (Rescue Union ESD), term expires 2015

**County Delegate**

Bill Owens (Yolo COE), term expires 2014

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**Counties**

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Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)



# 2014 Delegate Assembly Candidate Biographical Sketch Form



**DUE: Tuesday, January 7, 2014 (U.S.P.S.)**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this required one page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: Craig DeLuz	CSBA Region: Region 68
District or COE: Robla School District	Years on board: Nine
Contact Number: 916-595-0264	E-mail: craig@usmediagroup.net
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No. If yes, how long have you served as a Delegate?	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

1. Accountability - By all accounts, the two most influential factors in a student's educational success are 1) Active and engaged parents and; 2) Prepared and motivated teachers. While we can only inform and encourage parents, we can hold teachers accountable. The includes rewarding them for innovation and hard work as well as working to help them improve in areas that challenge them.

2. Local Control - Decisions are made best closest to where the rubber meets the road. As a member of a small district board, I know the culture at every school site. I know the leaders of every school site council. This gives me the ability to see first hand the impact of our decisions on student success. We need to work to make sure that educational decisions are being made as close to the students as possible.

3. Student Success is THE Priority - Public schools' first priority is to educate students. They are not employment agencies. They are not centers for social engineering. We need to work with parent's and staff to make sure that student success is always put first.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.**

I am currently serving my fourth term as Board President. I also serve as our board's representative to the newly reconstituted County School Board's Association.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I served eight years as a senior level staffer in the California State Assembly. And looking back on my time there, I honestly cannot remember one significant policy initiative spearheaded by CSBA that truly made a positive difference in public school education. Upon sharing this revelation to a fellow board members, they challenged me to become part of solution instead of just complaining about the problem.

As probably the largest group of local elected officials in the state, there is no reason why CSBA should not be the lead voice on education policy. I want to help make that happen.

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: C DeLuz

Date: 1/7/2014

# 2014 Delegate Assembly Candidate Biographical Sketch Form



**DUE: Tuesday, January 7, 2014 (U.S.P.S.)**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this required one page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: <u>John Dexter</u>	CSBA Region: <u>6/B</u>
District or COB: <u>Twin Rivers Unified School District</u>	Years on board: <u>2</u>
Contact Number: <u>(916) 595-5519</u>	E-mail: <u>john.dexter@twinriversusd.org</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No. If yes, how long have you served as a Delegate?	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Student Achievement – All students need to be career and college ready. Every student needs to be given the same opportunities for success. We need to provide programs and experiences that will enrich and broaden their education. When students are provided a solid educational foundation, they make better citizens.
2. Board Training – I would like to provide fellow Board members more training and a better understanding of the current funding formula. This will give all Board members an understanding of the process and allow them to make better decisions that will affect our schools.
3. CSBA Annual Education Conference – I would like to be able to help direct the classes that will give educational guidance to better prepare and train our school Board members.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

I've been active in getting parents' and students' voices heard in our District. We recently adopted a student Board member program as well as designated time at every meeting for community groups to communicate their concerns to the Board.

I have been involved with Grand Jury reports and reorganization of district-wide staff. I am currently in the process of developing district-wide community safety meetings that will address community safety concerns.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I am a team player, focused, and passionate about our students. I am interested in using my professionalism and energy to effect positive change in our schools.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

Date: 1/6/14

# 2014 Delegate Assembly Candidate Biographical Sketch Form



**DUE: Tuesday, January 7, 2014 (U.S.P.S.)**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this required one page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: Teresa A. Stanley

CSBA Region: 66

District or COB: Folsom Cordova Unified School District

Years on board: 17

Contact Number: 916-215-3830

E-mail: tstanley@fcusd.org

Are you a continuing Delegate? ☒ Yes ☐ No. If yes, how long have you served as a Delegate?

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

- 1) Gaining local control of resources and decision-making for districts: this is important because so many of the decisions for our local districts are made at the state and national level. While we applaud the new local control funding, districts must be vigilant to ensure that new funds do not bring new state mandates. The inclination of the legislature will be to put their moniker on their special interest programs. Those elected for the school boards need to be the ones to make those decisions.
- 2) Achieving funding that meets the needs of the students of California. There is no board member who does not understand the importance of this policy to the Association and districts statewide. We cannot allow the governor and legislature to congratulate themselves on school funding while we are still not even back to funding levels of six years ago, nor while we are funded lower than most other states in the nation!
- 3) Expanding opportunities for students that meet their need for success in a technological, globally connected society. While districts are making necessary reductions to programs, it is even more essential that we provide resources outside of the historical, typical educational model. It is important for the Association to promote boards' interests in ensuring that no child has a throw-away school year because resources and opportunities are limited.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

For 20 years, I have been involved with local chambers of commerce, promoting educational interests and seeking partnership opportunities. I am the education liaison to the Folsom Chamber of Commerce Governmental Affairs Committee. I regularly meet with legislators and legislative staff (both state and federal representatives). I have participated for years in regular meetings between district board/staff and city councilmembers/staff, community college representatives, and recreation/parks personnel. I formed and served on a partnership for joint-use facilities to be shared by city, college, district and community members. I have been a board liaison to curriculum advisory committees. Previously, I was a regular contributor to local newspapers on education-related matters. I am a former youth sports coach, girl scout leader, and religious educator. I have been a career day participant and speaker, have volunteered for mock trial and peer court preparation, and have served as a reviewer/judge for senior projects. I regularly participate in school reading days, youth sports and campus beautification activities. I have served as a WASC Focus Group participant.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I have served on the Delegate Assembly for fifteen years and hope to continue being a voice for board members within an association that exists solely for helping districts provide educational resources to the children of California. I recently completed a two-year term of service on the CSBA Policy Platform Review Committee, which worthwhile effort resulted in a very positive revamping of the platform that has existed since I became a delegate. The Delegate Assembly directs the policy and direction of our statewide organization, and it is important to have strong voices within that group. I have the strength and commitment to present that voice. As a delegate, I have attended 100% of Delegate Assembly meetings for fifteen years. I have served on the Nominating Committee. I have presented both at CSBA and NSBA conferences. Early on in my board tenure, I obtained a Master of Boardmanship Award. I have had the pleasure of serving as a Golden Bell award evaluator. I have held the capacity of Governmental Relations Chair for fifteen years until that designation was changed. I have attended every legislative action conference in each of those years as well.

I appreciate the consideration and vote of your board to return for another term to the Delegate Assembly.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

Date: December 16, 2013